

# English Teacher Guide

## Primary Grade 3



**Standards Based**



Papua New Guinea  
Department of Education

**'FREE ISSUE  
NOT FOR SALE'**



---

# English

## Teacher Guide

### Primary

### Grade 3

### Standards Based



Papua New Guinea  
**Department of Education**

---

## **Issued free to schools by the Department of Education**

First Edition

Published in 2017 by the Department of Education, Papua New Guinea

© Copyright 2017, Department of Education, Papua New Guinea

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted by any form or by any means of electronic, mechanical, photocopying, recording or otherwise without the prior written permission of the publisher.

*Graphic Design & Layout by Vitus Witnes Kanua*

*Illustrations by Vitus Witnes Kanua*

**ISBN** 978-9980-86-584-7

## **Acknowledgements**

This English Teacher Guide for Grade 3 was written by the Curriculum Development Division of the Department of Education. The development of this book was coordinated by Betty Banna with assistance from Clemencia Pue Dimain and the Subject Curriculum Group (SCG) members.

Teachers, School Inspectors, Teachers College Lecturers, community members and representatives from Non-Government Organizations (NGOs), assisted in the development of this Teacher Guide through many workshops, meetings and consultations. They are all acknowledged for their support and contributions.

The Subject Advisory Committee (SAC) and Basic Education Board of Studies (BEBOS) Committee members are also acknowledged for their recommendations and endorsement of this Teacher Guide.

# Contents

<b>Secretary’s Message</b> .....	<b>iv</b>
<b>Introduction</b> .....	<b>1</b>
<b>Content Standards</b> .....	<b>2</b>
<b>Yearly English Overview</b> .....	<b>5</b>
<b>Strand 1: Speaking and Listening</b> .....	<b>13</b>
Listening Weekly Program.....	13
Listening Sample Lesson Plans.....	15
Oral Expression Weekly Program.....	18
Oral Expression Sample Lesson Plans.....	22
Talking Weekly Program.....	24
Talking Sample Lesson Plans.....	32
<b>Strand 2: Reading</b> .....	<b>37</b>
Reading Weekly Program.....	37
Phonics Weekly Program.....	47
Reading Sample Lesson Plans.....	48
<b>Strand 3: Writing</b> .....	<b>53</b>
Written Sentences / Grammar Weekly Program.....	53
Written Sentences / Grammar Sample Lesson Plans.....	56
Spelling Weekly Program.....	61
Spelling Sample Lesson Plans.....	64
Handwriting Weekly Program.....	66
Handwriting Sample Lesson Plans.....	68
Written Expression Weekly Program.....	69
Written Expression Sample Lesson Plans.....	72
<b>Assessment and Reporting</b> .....	<b>73</b>
Assessment Overview: Grade 3.....	74
Assessment: Criteria and Weighting.....	76
Strand 1: Speaking and Listening.....	77
Strand 2: Reading.....	81
Strand 3: Writing.....	86
Recording and Reporting.....	89
<b>Resources</b> .....	<b>91</b>
<b>Glossary</b> .....	<b>168</b>
<b>Appendices</b> .....	<b>170</b>
<b>References</b> .....	<b>172</b>

# Secretary's Message

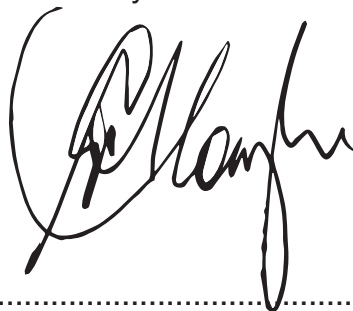
This English Teacher Guide for Grade 3 was developed as a support document for the implementation of the English Syllabus for Grades 3, 4 and 5. The document provides guidelines for teachers on how to plan and program teaching and learning activities. It also contains sample guided lessons and assessments tasks with suggested teaching and learning strategies that teachers can use to work towards the achievement of content standards in the Syllabus.

English Language is central to students' intellectual, social and emotional development and has an essential role in all subjects taught at primary level. To succeed in a world where English is used for international interpersonal communication, it is necessary to master the English Language. Students need to develop their vocabulary and their skills in using the systems of the English Language; its phonology, grammar and text structuring. They need these skills to listen, speak, read and write, and to adapt their language to an ever increasing number of topics, areas of interest and communication situations. They must be able to distinguish between spoken and written styles and informal and formal styles. Moreover, when using the language in communication, they must also be able to take cultural norms and conventions into consideration.

The English subject contains eight lessons: Talking, Oral Expression, Listening, Handwriting, Written Sentences, Written Expression, Spelling and Reading. The Content Standards have been expanded in the Yearly Overview to help teachers identify key knowledge, skills, attitudes and values for teaching and learning when developing activities for students. It is important that teachers cover all Content Standards prescribed for students in Grade 3. The lessons in the Teacher Guide are not teaching lessons; rather they are guided lessons to be used as samples for teachers to develop teaching and learning activities.

Teachers are encouraged to read this teacher guide carefully to become familiar with the content so that they can be confident to try out new concepts and strategies and to teach the content well. They can also adjust to suit the needs of their students learning needs.

I commend and approve this Grade 3 English Teacher Guide to be used in all Primary Schools throughout Papua New Guinea.



.....  
**DR. UKE W. KOMBRA, PhD**  
Secretary for Education

# Introduction

## Purpose

This Teacher Guide must be used in conjunction with the Grades 3, 4 and 5 Primary Syllabus. The main purpose is to help implement the Syllabus in the classroom.

The Teacher Guide provides you with guidelines and directions to help you plan and develop teaching and learning activities for the achievement of the Content Standards. It provides you with information and processes to:

- Use the elaborations to identify relevant contents (Knowledge, Skills, Attitudes and Values) and contexts
- Develop teaching programs
- Plan and develop daily activities
- Plan and conduct assessments to monitor students' achievements.

## How to use this book

Teachers are required to read carefully and use the guidelines in the Teacher Guide to plan and develop teaching and learning programs. The Teacher Guide consists of the following:

- Yearly overview
- Weekly program
- Daily plans
- Assessments
- Support resources.

**Prescribed time allocation for Grades 3, 4 and 5 Primary English is 510 minutes.**

Below is the break-up of the time allocation per lesson.

Lesson	Time Break-up	Total in Minutes
Talking	4 x 15 minutes	60
Listening	3 x 15 minutes	45
Oral Expression	2 x 15 minutes	30
Reading	5 x 30 minutes	150
Written Sentences/Grammar	5 x 30 minutes	150
Handwriting	1 x 15 minutes	15
Written Composition	1 x 30 minutes	30
Spelling	2 x 15 minutes	30
<b>Total time allocation:</b>		<b>510</b>

# Content Standards

The Content Standards describe what all students should know and be able to do in English at Grades 3, 4 and 5 Primary level. These Standards are statements describing a specific behaviour, action, or competency that a student should be able to demonstrate based on teacher instruction or discovery by the student.

## Strand 1: Speaking and Listening

Grade 3	Grade 4	Grade 5
<b>Unit 1: Listening Comprehension</b>		
<b>3.1.1a</b> Listen for information from a range of oral text types for different purposes and audiences on familiar topics and respond appropriately.	<b>4.1.1a</b> Listen for information from a range of oral text types for different purposes and audiences on familiar and unfamiliar topics and respond appropriately.	<b>5.1.1a</b> Listen and analyse views from a wide range of texts on familiar and unfamiliar topics and respond appropriately.
<b>3.1.1b</b> Listen to a range of simple structured classroom instructions and directions, and respond appropriately.	<b>4.1.1b</b> Listen and respond appropriately to a range of structured and spontaneous classroom instructions.	<b>5.1.1b</b> Listen and respond appropriately to a wide range of structured and spontaneous classroom instructions.
<b>Unit 2: Talking</b>		
<b>3.1.2a</b> Give directions, instructions and messages in structured classroom situations.	<b>4.1.2a</b> Give a range of directions, instructions and messages in structured and spontaneous classroom situations.	<b>5.1.2a</b> Give a wide range of directions, instructions and messages in structured and spontaneous situations.
<b>3.1.2b</b> Apply correct use of English grammar in familiar oral situations.	<b>4.1.2b</b> Apply correct use of English grammar in familiar and unfamiliar oral situations.	<b>5.1.2b</b> Use the English grammar correctly in a wide range of familiar and introduced oral situations.
<b>Unit 3: Oral Expression</b>		
<b>3.1.3a</b> Express ideas and opinions clearly and confidently using appropriate grammar, vocabulary, tone and projection in an appropriate manner.	<b>4.1.3a</b> Express clearly and confidently solutions on how to solve problems using appropriate grammar, vocabulary, tone and projection in an appropriate manner.	<b>5.1.3a</b> Express ideas and opinions using a wide range of vocabulary on familiar and introduced topics using correct grammar, vocabulary, tone and projection.
<b>3.1.3b</b> Use appropriate descriptive language and body gestures to express personal feelings about familiar topics.	<b>4.1.3b</b> Use appropriate descriptive language, body posture and gestures to express personal feelings about familiar and unfamiliar topics.	<b>5.1.3b</b> Use appropriate descriptive language and body gestures to express personal feelings about familiar and introduced topics.



## Strand 2: Reading

Grade 3	Grade 4	Grade 5
<b>Unit 1: Phonemic Awareness</b>	<i>Ends at Grade 3</i>	
<b>3.2.1</b> Apply knowledge of phonemic awareness to identify sounds in spoken words		
<b>Unit 2: Phonics</b>	<b>Unit 1: Phonics</b>	<i>Ends at Grade 4</i>
<b>3.2.2</b> Apply appropriate phonic knowledge to decode unknown words	<b>4.2.1</b> Apply a variety of strategies to decode unknown words	
<b>Unit 3: Vocabulary</b>	<b>Unit 2: Vocabulary</b>	<b>Unit 1: Vocabulary</b>
<b>3.2.3</b> Use appropriate skills and strategies to comprehend common sight words and vocabulary	<b>4.2.2</b> Use a range of strategies to comprehend common sight words and vocabulary	<b>5.2.1</b> Use a wide range of strategies to comprehend common sight words and vocabulary
<b>Unit 4: Fluency</b>	<b>Unit 3: Fluency</b>	<b>Unit 2: Fluency</b>
<b>3.2.4</b> Read a range of text types on familiar topics to improve fluency	<b>4.2.3</b> Read a range of text types on familiar and unfamiliar topics to improve fluency	<b>5.2.2</b> Read a wide range of text types on familiar and unfamiliar topics to improve fluency
<b>Unit 5: Comprehension</b>	<b>Unit 4: Comprehension</b>	<b>Unit 3: Comprehension</b>
<b>3.2.5a</b> Read a range of texts containing familiar ideas and information and respond appropriately	<b>4.2.4a</b> Read a wide range of texts containing familiar and unfamiliar ideas and information and respond appropriately	<b>5.2.3a</b> Read and evaluate ideas and information from a wide range of texts
<b>3.2.5b</b> Read with appreciation a range of literary texts and interpret the use of figurative language	<b>4.2.4b</b> Read with appreciation a range of literary texts and analyse the use of figurative language	<b>5.2.3b</b> Read a range of literary texts and analyse how the texts inform and manipulate the responses of the readers
<b>3.2.5c</b> Read simple fiction and factual texts for pleasure	<b>4.2.4c</b> Read a range of fiction and factual texts for pleasure	<b>5.2.3c</b> Read a wide range of literary and factual texts for pleasure

## Strand 3: Writing

Grade 3	Grade 4	Grade 5
<b>Unit 1: Handwriting</b>		
<b>3.3.1a</b> Write neatly and clearly in print script	<b>4.3.1</b> Write legibly in cursive allowing margins and correct spacing between letters in words and words in sentences	<b>5.3.1</b> Write legibly in cursive allowing margins and correct spacing between letters in words and words in sentences
<b>3.3.1b</b> Transition from writing in print script to cursive writing		
<b>Unit 2: Written Expression</b>		
<b>3.3.2a</b> Apply appropriate writing processes in writing	<b>4.3.2a</b> Apply appropriate writing processes in writing	<b>5.3.2a</b> Apply appropriate writing processes in writing
<b>3.2b</b> Create and communicate a range of familiar and unfamiliar ideas and information for various purposes and audiences	<b>4.3.2b</b> Create and communicate a range of familiar and unfamiliar ideas and information for various purposes and audiences	<b>5.3.2b</b> Create and communicate a wide range of familiar and unfamiliar ideas and information for various purposes and audiences
<b>Unit 3: Grammar and Spelling</b>		
<b>3.3.3a</b> Apply correct use of written English grammar in a range of structured writing situations	<b>4.3.3a</b> Use correct written English grammar in a range of structured and spontaneous writing situations	<b>5.3.3a</b> Apply correct use of written English grammar in a wide range of structured and spontaneous writing situations
<b>3.3.3b</b> Identify and use appropriate capitalization and punctuation in a variety of written texts	<b>4.3.3b</b> Identify and use capitalization and punctuation in written texts	<b>5.3.3b</b> Identify and use appropriate capitalization and punctuation in a variety of written texts
<b>3.3.3c</b> Apply appropriate sentence structure and grammatical features in writing different types of sentences	<b>4.3.3c</b> Apply appropriate sentence structure and grammatical features in writing different types of sentences	<b>5.3.3c</b> Apply appropriate sentence structure and grammatical features in writing a wide range of sentences
<b>3.3.3d</b> Use appropriate strategies to spell, read and write sight words and new vocabulary	<b>4.3.3d</b> Use a range of strategies to spell, read and write sight words and new vocabulary	<b>5.3.3d</b> Use a wide range of strategies to spell, read and write sight words and new vocabulary

# Yearly English Overview Grades 3-5

This overview is drawn from the Content Standards. The statements describe the knowledge, skills and attitudes students will acquire at the end of each grade level.

Strand	Units	Grade 3	Grade 4	Grade 5
1. Speaking and Listening	Listening	<b>3.1.1a</b> Listening: <ul style="list-style-type: none"> <li>for meaning and pleasure</li> <li>to interpret implied Information</li> <li>to make inferences</li> <li>to organise ideas chronologically</li> </ul>	<b>4.1.1a</b> Listening: <ul style="list-style-type: none"> <li>to identify and interpret main ideas and viewpoints</li> <li>to identify and summarise main ideas</li> <li>to identify text types for different audiences/ purposes</li> <li>to identify and respond to 'Wh' and 'H' questions</li> <li>to comprehend stories and poems</li> </ul>	<b>5.1.1a</b> Listening: <ul style="list-style-type: none"> <li>to analyse views from familiar and unfamiliar texts</li> <li>to classify facts and opinions from oral presentations</li> <li>to explain cause and effect</li> <li>to respond to stories</li> </ul>
		<b>3.1.1b</b> Listening and responding: <ul style="list-style-type: none"> <li>to instructions</li> <li>by relaying messages</li> <li>to identify similar and different sounds</li> <li>to identify parts of speech</li> <li>to stimulus ( rhymes and riddles, idiom, music, songs, jokes)</li> </ul>	<b>4.1.1b</b> Listening: <ul style="list-style-type: none"> <li>to respond appropriately to Instructions</li> <li>to follow 4-5 step instructions</li> <li>to relay messages</li> <li>to key sounds, word order, patterns</li> <li>to identify word classes and groups</li> </ul>	<b>5.1.1b</b> Listening: <ul style="list-style-type: none"> <li>to respond to instructions</li> <li>to follow 5-6 step instructions to complete a task or process</li> <li>to identify key words (subject, verb, object, prepositions, basic punctuation marks)</li> </ul>
	Talking	<b>3.1.2a</b> Giving directions, instructions and messages: <ul style="list-style-type: none"> <li>to direct and to play games</li> <li>to direct and instruct classroom situations</li> <li>to create and present messages from visual or audio presentations</li> </ul>	<b>4.1.2a</b> Giving directions, instructions and messages: <ul style="list-style-type: none"> <li>to instruct games and activities</li> <li>to give 3-5 step instructions/directions</li> </ul>	<b>5.1.2a</b> Giving directions, instructions, messages: <ul style="list-style-type: none"> <li>to instruct games</li> <li>to give directions to landmarks or to locate places (maps, treasure hunt...)</li> </ul>

Strand	Units	Grade 3	Grade 4	Grade 5
<b>1. Speaking and Listening</b>	<b>Talking</b>	<p><b>3.1.2b</b> Using correct grammar in oral situations, including:</p> <ul style="list-style-type: none"> <li>• parts of speech in statements and questions</li> <li>• nominative and possessive pronouns</li> <li>• regular, irregular and auxiliary verbs</li> <li>• simple past, present, future tenses</li> <li>• imperative, declarative, interrogative and exclamatory sentences</li> </ul>	<p><b>4.1.2b</b> Using correct grammar in familiar and unfamiliar oral situations, including:</p> <ul style="list-style-type: none"> <li>• articles</li> <li>• singular and plural, common and proper nouns, possessive pronouns, personal pronouns, comparative and superlative adjectives, regular, irregular and auxiliary verbs, types of adverbs</li> <li>• simple past, present, future tenses</li> <li>• imperative, declarative, interrogative, exclamatory sentences</li> </ul>	<p><b>5.1.2b</b> Using correct grammar in familiar/unfamiliar texts, including:</p> <ul style="list-style-type: none"> <li>• nouns, pronouns, verbs, adjectives, adverbs, conjunctions and contractions</li> <li>• singular and plural forms of nouns, common and proper nouns; regular, irregular and auxiliary verbs, subjective, objective, personal, reflexive and possessive pronouns, comparative and superlative adjectives, types of adverbs</li> <li>• imperative, declarative, interrogative, exclamatory sentences</li> <li>• simple past present and future tense</li> </ul>
	<b>Oral Expression</b>	<p><b>3.1.3a</b> Expressing ideas and opinions:</p> <ul style="list-style-type: none"> <li>• to present main ideas using correct grammar</li> <li>• to give an oral report using visual aids</li> <li>• to tell a story (beginning, middle, end)</li> <li>• to role play a story</li> </ul>	<p><b>4.1.3a</b> Expressing solutions to problems using appropriate grammar, vocabulary, tone and projection:</p> <ul style="list-style-type: none"> <li>• to create and present oral reports</li> <li>• to persuade</li> <li>• to interpret and provide clear opinion, main ideas, view points</li> <li>• to ask 'Wh' questions for understanding and clarity after a presentation</li> <li>• to retell a story using mimes/drama</li> <li>• to create charts, comic strips, diagrams on stories and to do a presentation</li> </ul>	<p><b>5.1.3a</b> Expressing ideas and opinions on familiar and introduced topics using correct grammar, vocabulary, tone and voice projection:</p> <ul style="list-style-type: none"> <li>• to create and present oral or visual reports</li> <li>• to guide discussion and questioning</li> <li>• to ask 'Wh' questions for understanding and clarity</li> <li>• to debate viewpoints/ opinions on issues of interest</li> <li>• to discuss issues affecting communities</li> </ul>

Strand	Units	Grade 3	Grade 4	Grade 5
1. Speaking and Listening	Oral Expression	<p><b>3.1.3b</b> Using appropriate descriptive language, body posture and gestures:</p> <ul style="list-style-type: none"> <li>to express personal feelings</li> <li>to express likes and dislikes</li> <li>to show good manners</li> <li>verbal and non-verbal communication</li> <li>language to express ideas and opinions</li> <li>colloquial language</li> </ul>	<p><b>4.1.3b</b> Using appropriate descriptive language, body posture and gestures:</p> <ul style="list-style-type: none"> <li>to express personal feelings about familiar and unfamiliar topics</li> <li>to express likes and dislikes about community issues</li> <li>express ideas using specific vocabulary</li> <li>express personal feelings using mime and role play</li> <li>to debate on topics</li> <li>to role play events using appropriate gestures, facial expressions, tone, stress, volume</li> </ul>	<p><b>5.1.3b</b> Using appropriate descriptive language and gestures:</p> <ul style="list-style-type: none"> <li>to express personal feelings</li> <li>to role play ideas from information and events using facial expressions, intonation, volume</li> <li>to debate a message/issue from a given text</li> <li>to identify relevant and irrelevant information with logical reasoning</li> <li>to identify and discuss underlying messages in texts such as advertisements, posters and signs</li> <li>to identify and discuss stereotypes in spoken texts</li> </ul>
		2. Reading	Phonemic Awareness	<p><b>3.2.1</b> Recognising sounds:</p> <ul style="list-style-type: none"> <li>to segment and blend phonemes of one syllable words</li> <li>to rhyme words-mat, bat, sat</li> <li>to delete or add a phoneme-cap/cat</li> <li>to identify beginning, middle, end sounds</li> </ul>
Phonics	<p><b>3.2.2</b></p> <ul style="list-style-type: none"> <li>Identifying sounds and letters:</li> <li>to decode one syllable words, CVC=hat, cut and CV=he, me,</li> <li>to segment and bend 2 syllable words /pen/cil/</li> <li>to identify long vowel sounds -/oo/, /ee/, /au/, /ai/, /ea/</li> <li>to recognise diagraphs and diphthongs /oi/, /oy/, /ou/, /ow/ Two letter blends-/oo/, /ee/, /au/, /ai/, /ea/</li> </ul>		<p><b>4.2.1</b> Recognising and using:</p> <ul style="list-style-type: none"> <li>common letter - sound relationships, consonants, vowels, blends, diagraphs and diphthongs</li> <li>syllabication rules, affixes, root words, compound words, spelling rules and contractions</li> <li>dictionaries to find the correct spelling, pronunciation and meaning of words</li> <li>grade level words and word meanings</li> </ul>	<i>Ends at Grade 4</i>

Strand	Units	Grade 3	Grade 4	Grade 5
2. Reading	Vocabulary	<p><b>3.2.3</b> Recognising and understanding:</p> <ul style="list-style-type: none"> <li>• words and meanings</li> <li>• words similar or opposite in meaning, words with the same sounds and meanings</li> <li>• prefixes, suffixes, root and compound words</li> <li>• words to classifying and categorizing in word families: <ul style="list-style-type: none"> <li>- fruit,</li> <li>- vegetables,</li> <li>- animals</li> </ul> </li> </ul>	<p><b>4.2.2</b> Reading and understanding:</p> <ul style="list-style-type: none"> <li>• 200 grade level words / vocabulary</li> <li>• homonyms, homophones, antonyms, synonyms</li> <li>• texts that give information: dictionaries, glossary, index, encyclopaedia</li> </ul>	<p><b>5.2.1</b> Reading and understanding:</p> <ul style="list-style-type: none"> <li>• word parts, word relationships, and context (contextual reading)</li> <li>• prefixes, suffixes, root, stem and compound words</li> <li>• homonyms, homophones, antonyms, synonyms</li> </ul>
	Fluency	<p><b>3.2.4</b> Reading with speed and accuracy:</p> <ul style="list-style-type: none"> <li>• grade level texts</li> <li>• individually (Grade3 Reader)</li> </ul>	<p><b>4.2.3</b> Reading with speed and accuracy:</p> <ul style="list-style-type: none"> <li>• grade level reader</li> <li>• aloud individually or in pairs</li> <li>• to develop fluency</li> </ul>	<p><b>5.2.2</b> Reading with speed and accuracy:</p> <ul style="list-style-type: none"> <li>• grade level reader</li> <li>• individually</li> <li>• to develop fluency</li> </ul>

Strand	Units	Grade 3	Grade 4	Grade 5
2. Reading	Comprehension	<p><b>3.2.5</b> Reading:</p> <ul style="list-style-type: none"> <li>titles and pictures as clues to activate prior knowledge and make predictions (pre-reading activities)</li> <li>to develop comprehension questions</li> <li>to make inferences and interpretations about events, ideas, characters</li> <li>to summarise text read</li> <li>to identify cause and effect, comparative information, facts and opinions</li> <li>to skim or scan a written text to identify the main ideas</li> <li>to use figurative language - idioms, simile, metaphor, rhymes, alliteration</li> <li>to differentiate fiction from non-fiction</li> <li>to identify elements of short stories - setting, characters, plot, conflict, ending</li> <li>to develop library skills</li> <li>grade level readers for pleasure</li> <li>for information</li> </ul>	<p><b>4.2.4</b> Reading:</p> <ul style="list-style-type: none"> <li>to predict and activate prior knowledge</li> <li>grade level texts</li> <li>to respond to comprehension questions</li> <li>to make inferences about events, characters, ideas</li> <li>to identify cause and effect, facts and opinions</li> <li>to interpret signs and symbols</li> <li>to use figurative language - simile, metaphor, personification, rhymes, alliteration, idiom</li> <li>for research and information - library skills</li> <li>grade level readers for pleasure</li> <li>non-fiction for information</li> <li>in pairs - silently or aloud</li> </ul>	<p><b>5.2.3</b> Reading:</p> <ul style="list-style-type: none"> <li>to predict and activate prior knowledge</li> <li>to differentiate fiction from non-fiction</li> <li>to respond to texts (role play/drama)</li> <li>to make inferences and draw conclusions</li> <li>to identify facts and opinions in non-fiction texts</li> <li>to identify the purpose and audience of texts - to inform, explain, instruct, entertain to a general or specific audience</li> <li>for information - skimming and scanning</li> <li>to define figurative language - poems, songs, stories, simile, metaphor, idiom, personification, rhymes, alliteration</li> <li>to research information - library skills</li> <li>grade level readers for pleasure</li> <li>in pairs silently or aloud</li> </ul>
3. Writing	Handwriting	<p><b>3.3.1a</b> Writing:</p> <ul style="list-style-type: none"> <li>upper and lower case letters in print between three lined margins</li> </ul>	<p><b>4.3.1</b> Writing:</p> <ul style="list-style-type: none"> <li>a rhythm patterned exercise</li> <li>upper and lower case letters in cursive</li> <li>scripts between two lined margins</li> </ul>	<p><b>5.3.1</b> Writing:</p> <ul style="list-style-type: none"> <li>a rhythm patterned exercise</li> <li>a paragraph in modified cursive</li> </ul>

Strand	Units	Grade 3	Grade 4	Grade 5
3. Writing	Handwriting	<b>3.3.1b</b> <ul style="list-style-type: none"> <li>cursive scripts of upper and lower case letters with joins using size, shape and slope (3s)</li> <li>a rhythm pattern exercise</li> </ul>		
	Written Expression	<b>3.3.2a</b> Using the writing process: <ul style="list-style-type: none"> <li>to write narrative texts of about 100 - 200 words</li> </ul>	<b>4.3.2a</b> Using the writing process: <ul style="list-style-type: none"> <li>to write narrative texts of about 200 - 300 words</li> </ul>	<b>5.3.2a</b> Using the writing process: <ul style="list-style-type: none"> <li>to write narrative texts of about 300 - 400 Words</li> </ul>
		<b>3.3.2b</b> Writing: <ul style="list-style-type: none"> <li>personal letters, invitations, greetings, thank you notes, cards for special events</li> <li>personal recounts, clear beginning, middle and ending</li> <li>narrative texts of personal experiences,</li> <li>rhymes and poems</li> <li>captions for illustrations, maps, diagrams, photographs, label charts, murals</li> <li>to contribute to a class storybook, recipe or poem book</li> </ul>	<b>4.3.2b</b> Writing: <ul style="list-style-type: none"> <li>poems using rhymes and alliteration</li> <li>elements of short stories-setting, characters, plot, conflict, ending</li> <li>expository writing</li> <li>dialogue in narrative texts, figurative language in poems</li> <li>formal and informal letters, thank you notes, invitations (including dates, greetings, body text, close and signature)</li> </ul>	<b>5.3.2b</b> Writing: <ul style="list-style-type: none"> <li>elements of short stories-setting, characters, plot, conflict, ending</li> <li>expository writing</li> <li>narrative texts and poems using figurative language</li> <li>formal and informal letters, invitations including date, body text, close and signature</li> </ul>



Strand	Units	Grade 3	Grade 4	Grade 5
3. Writing	Grammar Written Sentences	<p><b>3.3.3a</b> Writing parts of speech correctly:</p> <ul style="list-style-type: none"> <li>• singular, plural nouns, common and proper nouns</li> <li>• personal and reflexive pronouns,</li> <li>• comparative and superlative adjectives</li> <li>• types of adverbs (time, place, manner, degree)</li> <li>• regular and irregular verbs</li> <li>• prepositions</li> <li>• conjunctions</li> <li>• participles</li> </ul>	<p><b>4.3.3a</b> Writing parts of speech correctly:</p> <ul style="list-style-type: none"> <li>• singular, plural nouns, common and proper nouns</li> <li>• personal and reflexive pronouns,</li> <li>• possessive adjectives</li> <li>• comparative and superlative adjectives</li> <li>• types of adverbs (time, place, manner, degree)</li> <li>• regular, irregular and auxiliary verbs</li> <li>• prepositions, conjunctions</li> <li>• participles</li> </ul>	<p><b>5.3.3a</b> Writing parts of speech correctly:</p> <ul style="list-style-type: none"> <li>• singular, plural nouns, common and proper nouns</li> <li>• personal, reflexive, objective pronouns</li> <li>• possessive adjectives</li> <li>• comparative and Superlative adjectives</li> <li>• types of adverbs (time, place, manner, degree)</li> <li>• regular, irregular and auxiliary verbs</li> <li>• prepositions</li> <li>• conjunctions</li> <li>• participles</li> </ul>
		<p><b>3.3.3b</b> Correctly writing and understanding:</p> <ul style="list-style-type: none"> <li>• when to use capital letters</li> <li>• other punctuation marks (full stop, comma, question mark)</li> </ul>	<p><b>4.3.3b</b> Correctly writing and understanding:</p> <ul style="list-style-type: none"> <li>• when to use capital letters</li> <li>• other punctuation marks (full stop, comma, question mark)</li> </ul>	<p><b>5.3.3b</b> Correctly writing and understanding:</p> <ul style="list-style-type: none"> <li>• when to use capital letters</li> <li>• other punctuation marks (full stop, comma, question mark, exclamation mark, quotation mark, apostrophe, colon, semi-colon, hyphen, dash)</li> </ul>
		<p><b>3.3.3c</b> Correctly writing:</p> <ul style="list-style-type: none"> <li>• tenses - simple past, present, future</li> <li>• types of sentences <ul style="list-style-type: none"> <li>- imperative,</li> <li>- declarative,</li> <li>- interrogative,</li> <li>- exclamatory</li> </ul> </li> <li>• parts of a sentence <ul style="list-style-type: none"> <li>- subject, verb, object</li> <li>- subject, predicate</li> </ul> </li> </ul>	<p><b>4.3.3c</b> Correctly writing:</p> <ul style="list-style-type: none"> <li>• tenses <ul style="list-style-type: none"> <li>- simple present, past, future</li> <li>- progressive past, present, future</li> </ul> </li> <li>• types of sentences <ul style="list-style-type: none"> <li>- imperative,</li> <li>- declarative,</li> <li>- interrogative,</li> <li>- exclamatory</li> </ul> </li> <li>• parts of a sentence <ul style="list-style-type: none"> <li>- subject, verb, object</li> <li>- subject, predicate</li> </ul> </li> </ul>	<p><b>5.3.3c</b> Correctly writing:</p> <ul style="list-style-type: none"> <li>• tenses <ul style="list-style-type: none"> <li>- simple present, past, future</li> <li>- progressive past, present, future</li> <li>- perfect past, present, future</li> </ul> </li> <li>• types of sentences <ul style="list-style-type: none"> <li>- imperative,</li> <li>- declarative,</li> <li>- interrogative,</li> <li>- exclamatory</li> </ul> </li> <li>• parts of a sentence <ul style="list-style-type: none"> <li>- subject, verb, object</li> <li>- subject, predicate</li> </ul> </li> </ul>

Strand	Units	Grade 3	Grade 4	Grade 5
<b>3. Writing</b>	<b>Spelling</b>	<p><b>3.3.3d</b> Correctly spelling:</p> <ul style="list-style-type: none"> <li>• grade level sight words</li> <li>• words from other subjects (family groups)               <ul style="list-style-type: none"> <li>- plurals, prefixes, suffixes</li> <li>- homophones, homonyms</li> </ul> </li> </ul>	<p><b>4.3.3d</b> Correctly spelling:</p> <ul style="list-style-type: none"> <li>• grade level sight words</li> <li>• words from other subjects (family groups)               <ul style="list-style-type: none"> <li>- plurals, prefixes, suffixes</li> <li>- homophones, homonyms, antonyms,</li> </ul> </li> <li>• words that rhyme</li> </ul>	<p><b>5.3.3d</b> Correctly spelling:</p> <ul style="list-style-type: none"> <li>• grade level sight words</li> <li>• words from other subjects (family groups)               <ul style="list-style-type: none"> <li>- homophones (too, to, there, their), homonyms, antonyms, synonyms</li> </ul> </li> </ul> <p>Using:</p> <ul style="list-style-type: none"> <li>• dictionary, encyclopaedia, technology to check word spellings, pronunciation and meaning</li> <li>• syllabication /fish/, /pre/tty/</li> </ul>

# Strand 1: Speaking and Listening

## Listening Weekly Program

The Listening program has three lesson topics that practice the knowledge, skills and attitudes expected in Grade 3. Sample daily lesson plans (for one week) have been developed to assist in your lesson planning. Many of the texts, games and rhymes are in the resource section of this book. You may also use stories from the School Journals as well as resources for this strand.

Week	Term 1	Term 2	Term 3	Term 4
1	<b>Game:</b> Animal Sounds <b>Text:</b> Fishing in the River <b>Rhyme:</b> Rain, Rain Go Away	<b>Game:</b> What's the Time Mr Wolf? <b>Text:</b> The Wicked Frog <b>Rhyme:</b> Sing a Song of Sixpence	<b>Activity:</b> Name a word that starts with /st/ sound <b>Text:</b> A Surprise <b>Game:</b> Using Opposites	<b>Activity:</b> Name a word that ends with the sound /t/ <b>Text:</b> A Bad Monster <b>Game:</b> Knock! Knock!
2	<b>Game:</b> Knock! Knock! <b>Text:</b> A Farmer and an Eagle <b>Rhyme:</b> Jack and Jill	<b>Activity:</b> Distinguish voices <b>Text:</b> Pepeyana <b>Game:</b> Animal Sounds	<b>Activity:</b> Follow instructions <b>Text:</b> The Deer and the Turtle <b>Game:</b> What's the Time Mr Wolf?	<b>Game:</b> Fun with Words <b>Text:</b> New Clothes <b>Game:</b> Using Opposites
3	<b>Activity:</b> Giving three-step instructions <b>Text:</b> Walo and the Firefly <b>Game:</b> What's the Time Mr Wolf?	<b>Activity:</b> Listen to distinguish sounds <b>Text:</b> A Foolish Trick <b>Game:</b> Jack in the Box	<b>Activity:</b> Name a word that ends with the sound /ay/ <b>Text:</b> The Holiday <b>Game:</b> Using Opposites	<b>Activity:</b> Alphabet Sequences <b>Text:</b> Nuegu's Pig <b>Game:</b> Fun with Words
4	<b>Game:</b> Simon Says <b>Text:</b> A Brave Man <b>Game:</b> Alphabetical Sequences	<b>Game:</b> What am I? <b>Text:</b> The First Bread Fruit <b>Rhyme:</b> Hickory Dickory Dock	<b>Game:</b> What Are They Doing? <b>Text:</b> A Present for Kau <b>Activity:</b> Name a word that starts with the /t/ sound	<b>Game:</b> Rhyme Time <b>Text:</b> Toiledi <b>Activity:</b> Similar and different sounds
5	<b>Game:</b> Listening Games <b>Text:</b> The Magic Bowl <b>Game:</b> Action, Please!	<b>Game:</b> What is Missing? <b>Text:</b> Takitaki Cave <b>Game:</b> Merry-Go-Round	<b>Game:</b> Face to Face <b>Text:</b> How the Crab Got It's Back <b>Game:</b> Knock! Knock!	<b>Game:</b> Fun with Words <b>Text:</b> Peni and the Kookaburra <b>Rhyme:</b> Hockey Pokey

Week	Term 1	Term 2	Term 3	Term 4
6	<b>Activity:</b> Letter sounds /c/ <b>Text:</b> The Man and the Crocodile <b>Game:</b> Simon Says	<b>Game:</b> Simon Says <b>Text:</b> Two Brothers and Two Eggs <b>Game:</b> Using Opposites	<b>Game:</b> Guess What It Is! <b>Text:</b> The Fire Fighters <b>Activity:</b> Name a word that ends with sound /t/	<b>Game:</b> Simon Says <b>Text:</b> The Legend of the Shark Prince <b>Activity:</b> Name a word beginning with sound /c/
7	<b>Game:</b> Simon Says <b>Text:</b> The Great and Enormous Taro <b>Game:</b> Face to Face	<b>Game:</b> Memory <b>Text:</b> The Three Little Pigs <b>Game:</b> That's It!	<b>Game:</b> Using Opposites <b>Text:</b> Rabi's Bow and Arrow <b>Game:</b> Action, Please!	<b>Game:</b> Rhyme Time <b>Text:</b> Jane's New Dress <b>Game:</b> Simon Says – sounds
8	<b>Game:</b> Chinese Whispers <b>Text:</b> The Crow and the Sparrow <b>Rhyme:</b> To the Market	<b>Game:</b> Knock! Knock! <b>Text:</b> The Dark Night <b>Game:</b> I spy	<b>Game:</b> Hens and Chickens <b>Text:</b> Nonobu <b>Activity:</b> Distinguish sounds	<b>Game:</b> How Many Bounces? <b>Text:</b> A Bad Hill <b>Game:</b> Using Opposites
9	<b>Rhyme:</b> Pease Porridge <b>Text:</b> The Bad and the Pond <b>Game:</b> Chinese Whispers	<b>Game:</b> What Are They Doing? <b>Text:</b> Floods <b>Activity:</b> Name a word that starts with a /sh/ sound	<b>Game:</b> Hens and Chickens <b>Text:</b> Temu and the Pig <b>Activity:</b> Name a word that starts with a /m/ sound	<b>Game:</b> Come to the Circle <b>Text:</b> Ari's Flight <b>Activity:</b> Finding questions
10	<b>Game:</b> Listen and Draw <b>Text:</b> The Little Red Hen <b>Game:</b> The Store	<b>Activity:</b> Remembering sounds in order <b>Text:</b> Karambong <b>Rhyme:</b> This Little Piggy went to Market	<b>Game:</b> Fun with Words <b>Text:</b> Tyre Trouble <b>Game:</b> Chinese Whispers	<b>Game:</b> Using Opposites <b>Text:</b> Uvau and the Golden Coconuts <b>Game:</b> Come to the Circle

## Listening Sample Lesson Plans

### Week 1, Lesson 1

**Subject:** English

**Lesson:** Listening

**Strand:** Speaking and Listening

**Content Standard:** 3.1.1b

**Objective:** Students will be able to listen and identify animal sounds.

#### Content

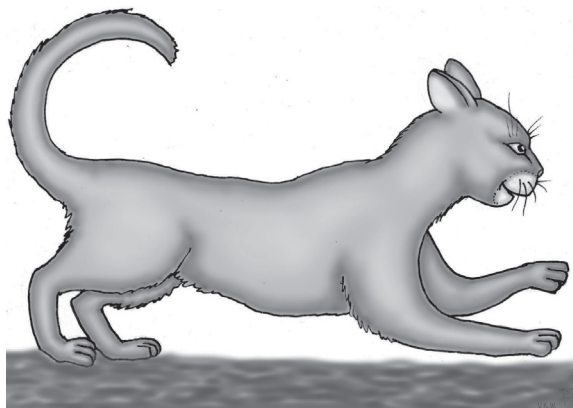
**Knowledge:** Know the sounds made by different animals.

**Skills:** Listen and identify animals from the sounds they make.

**Attitudes:** Appreciate and value different animal sounds.

#### Materials:

1. Voice or recording of animal sounds.
2. Pictures of various local animals.



#### Introduction

1. Make a sound of an animal that students know.
2. Ask what animal makes this sound?
3. Students listen and respond appropriately.

#### Body

1. Use your voice, or a sound device, to produce animal sounds. Students identify the animal.
2. Choose someone in the class to make an animal sound and the other students guess the animal.
3. Show a picture of an animal and make an animal sound that may or may not match the picture.
4. Students listen and identify the animal sound and say if the sound matches the picture.
5. Students play the game What animal makes this sound? "Meow" (cat)

#### Conclusion

Sing the song "Old McDonald".

#### Assessment

**Assessment Method:** Listen and identify different animal sounds.

**Assessment Task:** Create a sound. Students name the animal that makes the given sound.

**Assessment Criteria:** Correct match of sound to animal.

**Recording Method:** Checklist.

**Week 1, Lesson 2****Subject:** English**Lesson:** Listening**Strand:** Speaking and Listening**Content standard:** 3.1.1a**Objective:** Students listen to a story for meaning and enjoyment**Content****Knowledge:** Becoming familiar with a story.**Skills:** Listening for meaning and answering questions.**Attitudes:** Appreciate and learn the moral of the story.**Materials:**

1. The story "Fishing in the River" (*refer to the Resources section of this book*).

Questions to ask the children after reading:

1. What was the weather like?
2. What did the children want to do?
3. What did Pau take?
4. What did Korima take?
5. Where did Korima put his shirt?
6. What fish did the children catch?
7. What did the children cook?
8. Why did Korima want to catch some more fish?
9. What fish did they catch and how did they catch it?
10. If you went fishing, what fish would you like to catch?
11. How would you cook the fish?
12. What do you like to do on a warm sunny day?

**Introduction**

1. Have you been on a fishing trip?
2. Name two things you need for fishing?

**Body**

1. Read the story to the students.
2. Ask questions about the story. (Use the questions prepared for you.)
3. Students retell a part of the story they enjoyed.

**Conclusion**

Discuss the moral of the story.

**Assessment****Assessment Method:** Oral comprehension test.**Assessment Task:** Answering questions correctly.**Assessment Criteria:** Correct answer.**Recording Method:** Checklist.

## Week 1, Lesson 3

**Subject:** English

**Lesson:** Listening

**Strand:** Speaking and Listening

**Content Standard:** 3.1.1a

**Objective:** Students will listen for rhyming words, sound patterns and meaning.

### Content

**Knowledge:** Know the rhyme.

**Skills:** Connect sounds and words.

**Attitudes:** Appreciate and value rhymes and rhythms in spoken language.

**Materials:** Write the rhyme on the board.

### *Rain, Rain*

Rain, rain, go away,

Come again another day.

Little Suzy wants to play.

Rain, rain go away.

### Introduction

1. What do you call water that falls from the sky?
2. What do you do when it rains?

### Body

1. Read the rhyme to the class. Students find the words with the sound /ay/. (rain, away, day, play, away)
2. Students put up their hands when they hear the sound /ay/ in this text:  
*The main bus had a chain around it.  
Because the rain water pours from the drain.*
3. Find words that rhyme with the word *rain*. (rain, again, main, chain, drain)
4. Say the rhyme again. Change the underlined words and repeat the rhyme. (e.g. Big John wants to say or Little Ella lost her way...)

### Conclusion

Students say five words that have the sound /ay/ in them. (rain, main, chain, drain, play, away, say, day....)

### Assessment

**Assessment Method:** Oral responses to questions about sounds and rhymes.

**Assessment Task:** Identifying sounds that rhyme.

**Assessment Criteria:** Correctly identifying words with the sound /ay/.

**Recording Method:** Checklist.

## Oral Expression Weekly Program

Oral expression program has two lesson topics outlined in the program. Discussion on the theme with knowledge, skills and attitudes appropriate to Grade 3. The first lesson is an introduction to the theme. Students talk in general terms about the theme drawing on their own experiences. This introduces key vocabulary and develops confidence in oral expression. In the second lesson students talk about more specific aspects of the theme in preparation for their Written Expression activities later in the week.

A one week daily lesson plan has been done to assist you. Refer to the resource section for descriptions of different text types and more ideas. We encourage teachers to draw or find pictures and resources related to the theme and appropriate to their environment.

**NOTE:** These Oral Expression lessons prepare students for the Written Expression activities found in the Writing section of this Teacher Guide.

Week	Term 1	Term 2	Term 3	Term 4
1	<b>Theme:</b> Greetings <b>Text Type:</b> Narrative – personal recount	<b>Theme:</b> Places <b>Text Type:</b> Transaction - letter	<b>Theme:</b> Clothing <b>Text type:</b> Information/ Procedure	<b>Theme:</b> Government <b>Text Type:</b> Persuasive - discussion
	<b>L1:</b> Students greet others in the class and introduce themselves.	<b>L1:</b> Students talk about where they live, their home, province and village.	<b>L1:</b> Different clothes we wear for different occasions (school, church, singing...)	<b>L1:</b> Talk about your local and/or national government. Who are our members of parliament?
	<b>L2:</b> Students talk about things they did in the holidays	<b>L2:</b> Talk about public places; church, store, supermarket...	<b>L2:</b> Select a piece of clothing and talk about how it is made.	<b>L2:</b> What does the Government do to help our community?
2	<b>Theme:</b> Family <b>Text Type:</b> Recount - personal experiences	<b>Theme:</b> Harvesting <b>Text Type:</b> Procedural text	<b>Theme:</b> Gardening <b>Text Type:</b> Explanation	<b>Theme:</b> Climate <b>Text Type:</b> Report - information sheet
	<b>L1:</b> Students tell about their families	<b>L1:</b> Talk about the different types of plants we grow and harvest in PNG.	<b>L1:</b> Students talk about the garden at school or at home. What plants do we grow?	<b>L1:</b> Talk about the weather each day and keep a record on the board.
	<b>L2:</b> Talk about things families do together and how they help each other.	<b>L2:</b> Talk about a local plant or crop grown and the steps for harvesting that plant.	<b>L2:</b> Students talk about work they do in the garden and explain why each job is important.	<b>L2:</b> Students talk about extreme weather conditions: a flood, drought or storm. ("Wh" and "H" questions)



Week	Term 1	Term 2	Term 3	Term 4
3	<b>Theme:</b> School <b>Text Type:</b> Explanation - brochure	<b>Theme:</b> Feasting <b>Text Type:</b> Narrative	<b>Theme:</b> Fishing <b>Text Type:</b> Poetry	<b>Theme:</b> Hospital <b>Text Type:</b> Report
	<b>L1:</b> Students talk about their school – the people, buildings, places and learning.	<b>L1:</b> Students tell about times that they have attended a feast.	<b>L1:</b> Students tell about times that they have gone fishing.	<b>L1:</b> What happens at a hospital? Why are hospitals important?
	<b>L2:</b> Talk about why school is important.	<b>L2:</b> Students talk about the steps in preparing for a feast.	<b>L2:</b> Read poems and talk about how they describe the sea and fishing.	<b>L2:</b> Students talk about times that they have visited a hospital.
4	<b>Theme:</b> People <b>Text Type:</b> Narrative - description	<b>Theme:</b> Customs <b>Text Type:</b> Information narrative	<b>Theme:</b> Food <b>Text Type:</b> Recount - diary	<b>Theme:</b> Trading <b>Text Type:</b> Information - map
	<b>L1:</b> Show pictures of different people (young, old, tall, fisherman, pilot, mother...). Students describe them.	<b>L1:</b> Students talk about their local cultural customs.	<b>L1:</b> Talk about different types of food – food from the garden, from the store or supermarket, food for celebrations and food treats.	<b>L1:</b> Talk about trading/exchanging goods. Talk about types of trade in the past e.g. Hiri Moale and shell money.
	<b>L2:</b> People can be different and yet we are the same. Talk about how we should treat others.	<b>L2:</b> As a class, talk and plan a cultural celebration.	<b>L2:</b> Talk about food that is good for you and foods that should only be eaten occasionally.	<b>L2:</b> Talk about food that is traded or sold at the market. What is sold in each section of the market? (In writing students will draw a map.)
5	<b>Theme:</b> Home <b>Text Type:</b> Recount	<b>Theme:</b> Music <b>Text Type:</b> Narrative – song lyrics	<b>Theme:</b> Sports <b>Text Type:</b> Report	<b>Theme:</b> Business <b>Text Type:</b> Transactional -letter
	<b>L1:</b> Student talk about their homes, how they feel at home and things they do at home.	<b>L1:</b> Students talk about music they enjoy most. Share experiences about playing, singing and dancing to music.	<b>L1:</b> Students talk about their experiences playing sport and watching sport.	<b>L1:</b> Talk about the types of businesses found in your area. What does each business do? How does it contribute to our community?
	<b>L2:</b> Talk about homes in different places. What is the same (a safe place to sleep and be with family) and how they change (building materials, design...)	<b>L2:</b> Talk about the words and important messages in songs (anthem, hymns, cultural songs).	<b>L2:</b> Talk about soccer. How do you play the game? What do you need? What are the rules? What are the skills needed to play well?	<b>L2:</b> Talk about business that we can run from home.

Week	Term 1	Term 2	Term 3	Term 4
6	<b>Theme:</b> Church <b>Text Type:</b> Recount - personal	<b>Theme:</b> Celebration <b>Text Type:</b> Procedural	<b>Theme:</b> Events <b>Text Type:</b> Recount – personal experience	<b>Theme:</b> Space <b>Text Type:</b> Narrative - imaginative
	<b>L1:</b> Students talk about their experiences of church	<b>L1:</b> Talk about the things we celebrate (birthdays, religious days, cultural festivals, important days for our nation and community)	<b>L1:</b> Talk about events on the school calendar (book week, environment day...)	<b>L1:</b> Talk about space and things we see in space – sun, moon, stars, planets.
	<b>L2:</b> Talk about why we go to church and the importance of church in our lives.	<b>L2:</b> Talk about different ways in which we celebrate things? As a class plan a celebration.	<b>L2:</b> Talk about current events held in the Pacific (Pacific Games...)	<b>L2:</b> Talk about what it would be like to travel in space. How would you travel? What would you wear?
7	<b>Theme:</b> Market <b>Text Type:</b> Recount, Procedure	<b>Theme:</b> Transport <b>Text Type:</b> Narrative information	<b>Theme:</b> Cooking <b>Text Type:</b> Procedure - recipe	<b>Theme:</b> Health <b>Text Type:</b> Procedural - plan
	<b>L1:</b> Students talk about going to the market – the food and people they see.	<b>L1:</b> Students talk about their experiences of transport. Who has been on a plane, a ferry, a motorbike, a helicopter?	<b>L1:</b> Students talk about food that is cooked at home. Do they help with the cooking? What are the different ways we cook food?	<b>L1:</b> Students talk about things they do to stay healthy (food, sleep, exercise, personal hygiene).
	<b>L2:</b> Talk about all the steps from planting a seed to taking a food to market.	<b>L2:</b> Talk about different types of transport. How is transport different in different places – in mountains, on the coast, in cities?	<b>L2:</b> Select a recipe (e.g. spiced peanuts, pancakes) and talk about the steps to cook this recipe.	<b>L2:</b> Talk about physical fitness, the different types of physical fitness and things we can do to keep fit.
8	<b>Theme:</b> Environment <b>Text Type:</b> Persuasion – posters and signs	<b>Theme:</b> Colour <b>Text Type:</b> Narrative – description	<b>Theme:</b> Safety <b>Text Type:</b> Procedural - Drills	<b>Theme:</b> Disease <b>Text Type:</b> Report-newspaper articles
	<b>L1:</b> Students talk about time spent in different natural environments – the river, bush, beach	<b>L1:</b> Students talk about the colours they see around them. Do they have a favourite colour?	<b>L1:</b> Students talk about drills we do to stay safe – fire drills, emergency drills, classroom safety...	<b>L1:</b> Talk about Malaria. What is malaria? What can we do to limit the spread of malaria?
	<b>L2:</b> Talk about threats and ways in which we need to care about our environment.	<b>L2:</b> Talk about the importance of colour in art and craft.	<b>L2:</b> Talk about road safety and the things we need to do to stay safe on the roads.	<b>L2:</b> Talk about other Pacific diseases – TB, typhoid...

Week	Term 1	Term 2	Term 3	Term 4
9	<b>Theme:</b> Animals <b>Text Type:</b> Narrative	<b>Theme:</b> Communication <b>Text Type:</b> Persuasive - signs	<b>Theme:</b> Furniture <b>Text Type:</b> Information, Procedure	<b>Theme:</b> Holiday <b>Text Type:</b> Narrative information
	<b>L1:</b> Students talk about animals at home and animals they have seen at the Nature Park or in natural environments.	<b>L1:</b> Talk about the different ways we can communicate: talking, writing, messages on the phone, television and radio, newspapers, signs, advertising.	<b>L1:</b> Talk about different types of furniture – in the home, at school, in the office, office, hospital. What is the use/function of each piece of furniture?	<b>L1:</b> Students talk about Christmas and how Christmas is celebrated at home and in their community.
	<b>L2:</b> Students imagine what it might be like to be an animal – a dog in the city, a bird flying high, a cassowary...	<b>L2:</b> Talk about the different ways we can communicate important information about road safety.	<b>L2:</b> Talk about the materials used to make different types of furniture.	<b>L2:</b> Students talk about the Christmas holidays and things they will do in the holidays.
10	<b>Theme:</b> Plants <b>Text Type:</b> Information - Report	<b>Theme:</b> Body Parts <b>Text Type:</b> Information	<b>Theme:</b> Disasters <b>Text Type:</b> Narrative - story	<b>Theme:</b> Media <b>Text Type:</b> Report – newspaper article
	<b>L1:</b> As a class, plant and grow some seeds. Talk about all you need and what you will do.	<b>L1:</b> Students name and talk about different parts of their bodies. How do we use each part?	<b>L1:</b> Students talk about different types of natural disasters: cyclone, flood, earthquake, drought, tsunami, landslide...	<b>L1:</b> Students talk about different types of media: television, radio, newspapers, computers... What does each do (entertain, give us information)
	<b>L2:</b> Talk about different types of plants – where they grow (in the garden, inside plantations, in the bush) and what they need in order to grow.	<b>L2:</b> Talk about things we do to look after our bodies and stay healthy.	<b>L2:</b> Talk about what might happen in a big storm. Ask: What would you see? What would you do? How would you feel?	<b>L2:</b> Bring in a newspaper and talk about the types of stories and reports found in a newspaper.

## Oral Expression Sample Lesson Plans

### Week 1, Lesson 1

**Subject:** English

**Lesson:** Oral Expression

**Strand:** Speaking and Listening

**Content standard:** 3.1.3a

**Objective:** Students will speak clearly and confidently using correct English grammar and vocabulary.

#### Content

**Knowledge:** How to meet and greet a new friend.

**Skills:** Speaking clearly and confidently using correct grammar and vocabulary in sentences.

**Attitudes:** Use of good manners when greeting people.

**Materials:** Prepare the blackboard by writing the following dialogue.

#### Meeting and greeting a new friend

**John:** Hello. My name is John. What is your name?(Shaking hand with a smile)

**Sam:** Hello. My name is Sam.

**John:** I'm pleased to meet you Sam.

**Sam:** I'm pleased to meet you too, John.

#### Introduction

1. Read the dialogue to your students.
2. Choose two students to demonstrate the dialogue to the class.

#### Body

1. Practice the dialogue in class and with students in pairs.

#### Conclusion

Students demonstrate the dialogue to the class. Some may chose to use a different setting.

#### Assessment

**Assessment Method:** Observation.

**Assessment Task:** Students say the dialogue in the correct sequence.

**Assessment Criteria:** Use of correct and fluent English – clearly and confidently spoken.

**Recording Method:** Checklist.

## Week 1, Lesson 2

**Subject:** English

**Lesson:** Oral Expression

**Strand:** Speaking and Listening

**Content Standard:** 3.1.3b

**Objective:** Students use appropriate language and gestures to tell a story.

### Content

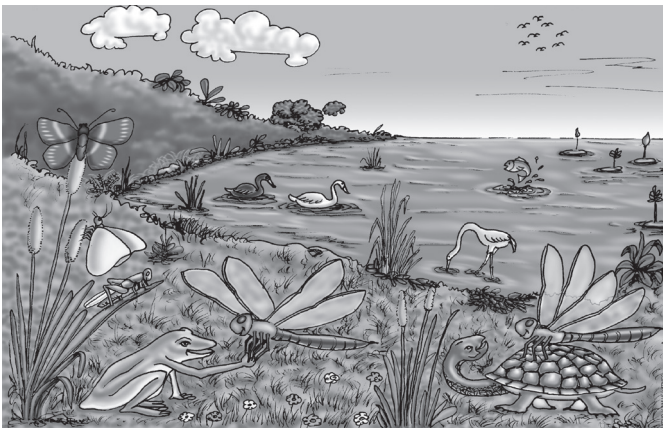
**Knowledge:** Story about a holiday.

**Skills:** Correct use of grammar and vocabulary.

**Attitudes:** Value and appreciate each other views.

### Materials:

1. Pictures charts.
2. Students in groups.
3. Prepare questions.



### Introduction

1. What can you see in the picture?
2. Make a good title for this picture.

### Body

1. Students work in a group to create a story to match the given picture.
2. Teacher supervises and helps students shape their story so that it has a beginning, middle and an end.

### Conclusion

Each group present their story.

### Assessment

**Assessment Method:** Observation.

**Assessment Task:** A clear and confident telling of a story with a clear sequence of events.

**Assessment Criteria:** The clear sequence of events and confident telling of a story.

**Recording Method:** Checklist.

## Talking Weekly Program

Talking drills are important because they teach students the forms and patterns of English. Daily oral practice of the correct forms of English creates a solid foundation for all language learning. Talking drills may take only a few minutes but the constant repeated practice helps students to become fluent and accurate in their use of English. It is also important that students fully understand the expressions they are using.

The lesson topics are provided to assist you develop your daily lesson plans. One week daily lesson plans for the lessons have been done to assist you. Use the lesson samples in the resource section for more ideas.

Term 1	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Week 1</b> Verb 'to do'	I'm doing the sweeping. I'm doing the cleaning. I'm doing the weeding.	I'm not doing the sweeping. I'm not doing the cleaning. I'm not doing the weeding.	I do the sweeping every day. I do the weeding every day.	He does the weeding every day. She does the sweeping every day.	Revision
<b>Week 2</b> Verb 'to do'	Did you do your cleaning? Yes, I did. No, I didn't.	Do you walk to school every day? Yes, I do. No, I don't.	What are you doing? I am reading. He is reading.	What are the children doing? They are playing.	Revision
<b>Week 3</b> Verb 'to do' with who, where, when	Who is doing their maths? Jane is doing her maths.	Who will do their homework? I will do my homework.	Where will you do your homework? I will do my homework at home.	When will you do your homework? I will do my homework after school.	Revision
<b>Week 4</b> Passive past (used as an adjective)	It's broken.	The food is cooked.	Is the chalk broken? Yes, it is. No, it isn't.	Are the pencils sharp? Yes, they are. No they aren't?	Revision
<b>Week 5</b> Infinitive verb with 'to'	I told her to come here. I told him to go outside.	I asked him to draw a car. I asked her to come to the singsing.	Mum told me to help sweep. Dad told us to be quiet.	Mum told us not to let out the pigs run away.	Revision
<b>Week 6</b> Infinitive verb with 'to'	Did you tell him to get dressed? ...to be quiet? Yes, I did. No, I didn't.	Did you ask her to walk to school? ...help with dinner? ...drive more slowly?	Did you tell them to run fast? ...sit quietly? ...feed the pig?	What did you tell him? I told him to come here. ...go home. ...walk fast.	Revision

Term 1	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Week 7</b> Infinitive verb with 'to'	Who did you tell to come? ...to visit? ...to sing?	Where did you tell him to go? ...to clean? ...to run?	I want to swim in the river. ...to eat ice-cream. ...to play all day.	I want to fly to Lae. ...walk to town. ...run to the store.	Revision
<b>Week 8</b> Infinitive verb with 'to'	I decided to go swimming tomorrow. ...to go fishing. ...to go to the ...market.	Do you want to do some watering? ...some cooking? ...some reading? ...some sweeping? Yes, I do. No I don't.	I decided not to go to the river. ...to go to the market. ...to go to the village.	Did you remember to do your homework? ...to pick up rubbish? Yes, I did. No, I didn't.	Revision
<b>Week 9</b> Infinitive verb with 'to'	Do you want to go to school tomorrow? Yes, I do. Does your sister want to go...? Yes, she does. (do, does)	Who wants to go swimming tomorrow? I do. She does. We do. They do (do, does)	I want a new volleyball. You want... He/she/it wants... We want... They want...	She gives me my lunch every day. She gave me a new volleyball.	Revision
<b>Week 10</b> Revision	Revision Term 1 Weeks 1- 9	Revision Term 1 Weeks 1- 9	Revision Term 1 Weeks 1- 9	Revision Term 1 Weeks 1- 9	Revision Term 1 Weeks 1- 9
Term 2	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Week 1</b> Infinitive verb with 'to'	Do you/he/she/we/ they want some food to eat tonight? Yes, I do. No, I don't. Yes, he does. No, he doesn't. (do, don't, does, doesn't)	What do you want to eat? What does she want to eat? What does it want to eat? What do we want to eat? What do they want to eat? (do, does)	Who wants to eat now? Who wants to go to the market? Who wants to help me sweep the floor? Who wants to pick up rubbish? (want, wants)	Which T-shirt do you like best? This one. Which t-shirt does she want to buy? She wants to buy that one. I want to buy this one. (do, does, want, wants)	Revision
<b>Week 2</b> Infinitive verb with 'to'	Which animal do you want to draw? Which newspaper does your mother want to read? (do, does)	What do you want to do after school? What does he want to do after school? (do, does)	When do you want to catch the PMV? When does she want to catch the PMV? (do, does)	I am too tired to work. It is too hot to walk to town. It is too wet to plant the kaukau. (to, too)	Revision

Term 2	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Week 3</b> Infinitive verb with 'to'	It is <u>too</u> heavy <u>to</u> lift. I am not strong <u>enough</u> . I am <u>too</u> young to drive. I am not old <u>enough</u> . I am not big <u>enough</u> to work in the garden.	I am (I'm) too sick to go to school. She is (She's) too old to go to school. My brother is too young to plant taro.	There are (There's) enough players to have a team. There's enough water to fill our bottles. There's enough wood to make a fire.	There are not (aren't) enough players to have a team. There is not (isn't) enough water to fill our bottles. There is not (isn't) enough wood to make a fire.	Revision
<b>Week 4</b> Infinitive verb with 'too' and 'enough'	Is that box too heavy for you to lift? Yes, it is. No, it isn't. Are those boxes too heavy for you to lift? Yes, they are. No, they're not.	Are you too tired to help me? Yes, I am. No, I'm not. Is he too tired to help me? Yes, he is. No, he's not. Are we too tired to help her? Yes, we are. No, we're not.	Are there enough people to help me? Yes, there are. No there are not. Is there enough chalk for the lesson? Yes, there is. No there isn't.	Is that drawing too small to see? Are those drawings too small to see? Is there enough drawing paper? Are there enough pencils for drawing?	Revision
<b>Week 5</b> Infinitive verb with 'too' and 'enough'	She isn't too young to go to school. This knife isn't too blunt to cut. We aren't too young to play rugby. They aren't too old to work.	Is she too old to go to school? Yes, she is. No, she isn't. Are those cats too old to catch mice? Yes, they are. No they're not.	Is there enough wood to light a fire? Yes, there is. No there isn't. Are they too short to play basketball? Yes, they are. No, they're not.	Which pawpaw is ripe enough to eat? This one. That one. Which bananas are ripe enough to eat? These ones. Those ones.	Revision
<b>Week 6</b> Infinitive verb with reasons	I went to the door to open it. He went to the beach to go fishing. My Dad went to my school to meet my teacher.	Did I go to the door to open it? Yes, I did. No I didn't. Did he go to the beach to go fishing? Yes, he did. No he didn't.	What did I do? What did you do? What did we do? What did they do?	Why did you go to the door? Why did he go to the beach? Why did your Dad go to your school?	Revision
<b>Week 7</b> Infinitive verb after 'how', 'when', 'where'	I know how to swim. You know how to swim. She/he/it knows how to swim. We know how to swim. They know how to swim.	I don't know how to swim. You don't know how to swim. She/he/it doesn't know how to swim. We don't know how to swim. They don't know how to swim.	I know where to swim. You know where to swim. She/he/it knows where to swim. We know where to swim. They know where to swim.	I don't know where to buy a book. My sisters don't know when to wash the clothes. Sally doesn't know where to go to buy a rug.	Revision



Term 2	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Week 8</b> Infinitive verb after 'how', 'when', 'where'	My brother knows how to do the cooking. Our friends know how to build a canoe.	The nurse doesn't know how to bandage a wound. The men don't know how to drive a truck.	Do you know how to swim? Yes I do. Do you know how to drive? No I don't.	Do you know where to buy a T-shirt? Yes I do. Do you know where to buy a headdress? No I don't.	Revision
<b>Week 9</b> Infinitive verb after 'how', 'when', 'where'	Do you know how to go Madang? Yes I do. Does the boy know how to go to town? No he doesn't.	Who knows where to swim? Bubu knows. Who knows when to go fishing? The fishermen do.	Who knows how to cook rice? Mum does. Who knows how to drive a bus? The bus driver does.	Who knows how to go to Wewak? Peter does. Who knows how to fly to Kiunga? The pilot does.	Revision
<b>Week 10</b> Revision	Revision Term 2 Weeks 1- 9	Revision Term 2 Weeks 1- 9	Revision Term 2 Weeks 1- 9	Revision Term 2 Weeks 1- 9	Revision Term 2 Weeks 1- 9
Term 3	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Week 1</b> Questions using Present tense verb 'to be'	Is she a baby? Yes she is a baby.  Is it a book? No it is not a book. It is a magazine.	Is it a parrot? No it isn't. It is a crow.  Are they doing the cooking? Yes it is.  Are the pens on the table? No, they are in the box.	Is Peter doing the washing? Yes he is.  Are the women doing the cooking? No, they are talking.	Are there five cups on the table? Yes there are.  Is the boy walking to town? No, he is riding in a bus.	Revision
<b>Week 2</b> Questions using Present tense verb 'to be'	Are there 10 desks in the classroom? No, there are 20 desks.  Is there a dog in the classroom? Yes there is.	Is that box too heavy to lift? No it isn't.  Are the old men too old to dig in the garden? Yes they are.	Are you strong enough to lift the box? Yes I am.  Are the pigs smart enough to open the gate? No they are not.	Are the cats quick enough to cat the mice? Yes they are.  Is the iron hot enough to iron the clothes? Yes it is.	Revision

Term 3	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Week 3</b> <b>Past continuous tense</b>	Mary was playing basketball at six o'clock this morning.  The boys were fishing at six o'clock last night.	Susan and Mary were playing games at two o'clock this afternoon.  The bus driver was driving bus at 4 o'clock yesterday afternoon.	I was listening to the radio at 6 o'clock this morning.  The men were working in the garden at eight o'clock last night.	We were playing rugby from four to five o'clock yesterday afternoon.  Mary was working in the garden from 10 to 11 o'clock yesterday morning.	Revision
<b>Week 4</b> <b>Past continuous tense</b>	The women were working in the garden for three hours yesterday.  Joe was playing rugby on the oval last week.	It was sunny yesterday.  The dog was barking all night.  The baby was crying yesterday afternoon.	We weren't selling mangoes at the market yesterday.  Joe wasn't planting kaukau last week.	While I was playing my father was working.  While our teacher was reading we were listening.	Revision
<b>Week 5</b> <b>Past continuous tense</b>	We were writing when the bell rang.  Joe was sleeping when his friends arrived to play.	The men were sitting under the tree when the bus arrived.  The sick woman was lying down when the doctor arrived.	Were you walking to town yesterday afternoon?  No I wasn't. Was the nurse helping people last Monday? Yes she was.	Were the girls dancing at the singing last night?  No they weren't. Was the pig digging in the garden yesterday afternoon? Yes it was.	Revision
<b>Week 6</b> <b>Past continuous tense</b>	Were your friends walking near the road yesterday? Yes they were.  Was your father working in the garden this morning? No, he wasn't, he was chopping wood.	Was her mother cooking taro when you arrived? Yes she was.  Were your friends playing football when Peter left? No, they weren't.	What was your friend doing at 3 o'clock yesterday afternoon? He was swimming in the river.  What was his father doing after dinner last night? He was chopping wood.	What were the students doing when the principal arrived? They were cleaning their classroom.  What was Kila doing when her mother left? She was sleeping.	Revision

Term 3	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Week 7</b> <b>Past continuous tense</b>	What were the children doing at 3 o'clock on Tuesday? They were reading.  What was your mother baking at midday yesterday afternoon? She was baking a cake.	Who was planting taro yesterday afternoon? Dad was planting taro.  Who was mending the clothes this morning? Mother was mending the clothes.	Where were you catching fish yesterday morning? From the jetty.  Where were the men planting kaukau last Monday? In the food gardens.	When was the pig digging in the garden? Yesterday afternoon.  When were you playing rugby? Last Saturday.	Revision
<b>Week 8</b> <b>Asking questions using Past continuous tense</b>	Were you away yesterday afternoon? Yes I was.  Was Meli sick last night? No she wasn't.	Were the boys at school yesterday? No they weren't, they were at the football match.  Wasn't Kila at home yesterday? Yes she was.	Were you reading the paper at midday? No I wasn't, I was shopping.  Was Mary walking to school last Monday? No, she caught a bus.	Was mother ironing the shirts yesterday afternoon? Yes she was.  Were Sam and Joseph swimming in the river last weekend? No they weren't.	Revision
<b>Week 9</b> <b>Asking questions using Past continuous tense</b>	Were you shopping in town yesterday? No, I was working in the garden.  Was the boy fishing off the jetty this morning? Yes, he was.	Was Eron reading the paper at midday? No, he was eating his lunch.  Were the friends swimming at the beach last week? Yes they were.	Were the men working in the garden yesterday? Yes they were.  Was the pig digging up kaukau in the garden yesterday? No, it was sleeping in the mud.	Was he driving his car to work last week? No he wasn't.  Were the students playing games after school? Yes they were.	Revision
<b>Week 10</b> <b>Revision</b>	Revision Term 3 Weeks 1- 9	Revision Term 3 Weeks 1- 9	Revision Term 3 Weeks 1- 9	Revision Term 3 Weeks 1- 9	Revision Term 3 Weeks 1- 9
Term 4	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Week 1</b> <b>The '-ing' for of verbs after 'for'</b>	This is for writing a letter.  These are for cutting paper.  This is for eating soup.	My mother uses a spoon for cooking.  The workmen use axes for chopping wood.	My father uses a spade for digging his garden.  My mother uses an iron for ironing our clothes.	Is this used for sewing? Yes it is.  Are the spades used for gardening? Yes they are.	Revision

Term 4	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Week 2</b> <b>The '-ing' for of verbs after 'for'</b> <b>Introduce future continuous tense</b>	Do you use a needle for sewing? Yes I do.  Does Mary use paints for writing? No, she doesn't.	What's a spoon used for? A spoon is used for eating.  What's a ruler used for? A ruler is used for drawing lines.	I'll be walking to town at 3 o'clock today.  The students will be travelling at 5 o'clock tomorrow.	We'll be listening to the radio tomorrow morning.  The sick man will be going to hospital at midday today.	Revision
<b>Week 3</b> <b>The future continuous tense</b>	The boys won't be playing rugby at 4 o'clock today.  My father won't be working in the garden at 4 o'clock tomorrow.	The children will be looking for firewood from 4 to 5 o'clock this afternoon.  My brother will be driving the bus from 5 to 6 o'clock tomorrow afternoon.	I won't be playing with my friends from 4 to 5 o'clock tomorrow.  The students won't be working in the school gardens from 5 to 6 o'clock tonight.	She'll be working at the market till 6 o'clock on Saturday.  The men will be working on the roads till 6 o'clock tonight.	Revision
<b>Week 4</b> <b>The future continuous tense</b>	It'll be raining tomorrow.  It'll be very hot tomorrow.	We'll be working tomorrow.  Our team will be playing rugby tomorrow.	My father will be digging taro this afternoon.  The men will be filling holes in the road tomorrow.	Our team won't be playing rugby tomorrow.  My mother won't be washing clothes tomorrow.	Revision
<b>Week 5</b> <b>The future continuous tense</b>	The boy will be cleaning the classroom when his teacher arrives.  We'll be eating lunch when the parents arrive.	The men will be fixing the road when the truck arrives.  I'll be playing rugby when my mother arrives to take me home.	Will Peter be playing rugby at 5 o'clock? No he won't.  Will my mother bring me lunch at 1 o'clock? Yes she will.	Will mother be working in the garden this morning? No she won't. She will be washing clothes.  Will the students be going swimming after school? Yes they will.	Revision

Term 4	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Week 6</b> <b>The future continuous tense using questions</b>	Will they be working in the garden when we arrive? Yes they will.  Will Susan be washing the clothes when mother arrives? No she won't. She will be ironing.	What will you be doing at 4 o'clock tomorrow? I will be going to town.  What will the baby be doing at 2 o'clock in the morning? She will be crying.	What will they be doing when we arrive? They will be writing.  What will your friends be doing when you arrive? They will be sleeping.	Who'll be listening to the radio this afternoon? My family will be listening to the radio.  Who'll be cleaning the classroom? The students will be cleaning the classroom.	Revision
<b>Week 7</b> <b>The future continuous tense using questions</b>	Where will you be playing rugby this afternoon? We will be playing on the oval.  Where will the students be writing their stories today? They will be writing their stories in their classroom.	When will Maria be baking a cake? Maria will be baking a cake at 3 o'clock.  When will your uncle and aunty returning home. They will be returning home tomorrow night.	I'll be cooking taro from 6 to 7 o'clock this evening.  The boys won't be playing rugby from 4 to 5 o'clock tomorrow evening.	Will Josie be working in the garden this morning? Yes she will.  Will the men be working on the road today? No, they will be working on the road tomorrow.	Revision
<b>Week 8</b> <b>Compound sentences using conjunctions 'and', 'but'</b>	Mother bought some rice and she cooked it.  The little girl bought a mango and she ate it.	The men went to the story and bought some rice.  We went to the singsing and saw some dancing.	We went to Madang and my mother bought us some lollies.  The policeman went to the hospital and the doctor gave him some medicine.	I've got some paper but I don't have a pencil.  We've got a spoon but we don't have any food.	Revision
<b>Week 9</b> <b>Compound sentences using conjunctions 'and', 'so', 'but'</b>	The man gave me some rice but he didn't give me any meat.  Mrs Palau gave me a pencil but she didn't give me an exercise book.	My father didn't go to Madang but he went to Wewak.  The bus didn't go to Rigo but it went to Koki.	I wanted to buy some lollies so I went to the store.  The bus driver wanted to buy some petrol so he went to the garage.	It was raining so we played games inside.  The dress was dirty so Maria didn't wear it.	Revision
<b>Week 10</b> <b>Revision</b>	Revision Term 4 Weeks 1- 9	Revision Term 4 Weeks 1- 9	Revision Term 4 Weeks 1- 9	Revision Term 4 Weeks 1- 9	Revision

## Talking Sample Lesson Plans

### Week 1, Lesson 1

**Subject:** English

**Lesson:** Talking

**Strand:** Speaking and Listening

**Content Standard:** 3.1.2b

**Objective:** By the end of the lesson the students can say sentences using the verb 'to do' (doing, do, does) correctly and with confidence.

#### Content

**Knowledge:** Use of verb 'to do' in sentences.

**Skills:** Correct use of the verb 'to do' in the present tense.

**Attitudes:** Appreciate and build self confidence.

**Materials:** Prepare blackboard by writing the substitution table.

#### Introduction

1. Use the substitution table to demonstrate the correct formation of sentences.
2. Point to each column in the table to practise forming sentences with the students.

#### Body

1. Students practise saying sentences with the verb 'to do' using the substitution table.
2. Students change the underlined words to create new sentences.

I	am	doing	the <u>sweeping</u> .
He	is		the <u>cleaning</u> .
She			the <u>washing</u> .
We	are		the <u>ironing</u> .
You			
They			

#### Conclusion

Students select words and say sentences in groups.

#### Assessment

**Assessment Method:** Observing students in groups.

**Assessment Task:** Students say correct sentences from the substitution table.

**Assessment Criteria:** Correct sentence structure using the verb 'to do' in the present tense. Manner of speaking.

**Recording Method:** Checklist.

## Week 1, Lesson 2

**Subject:** English

**Lessons:** Talking

**Strand:** Speaking and Listening

**Content Standard:** 3.1.2b

**Objective:** By the end of the lesson the students will use the negative verb form (am not doing, is not doing, are not doing) correctly in sentences.

### Content

**Knowledge:** Negative forms of the 'to do' verb in sentences.

**Skills:** Correct use of negative forms of the 'to do' verb in sentences.

**Attitudes:** Confidence in talking.

### Materials:

Prepare blackboard by writing the substitution table.

### Introduction

1. Use the substitution table to demonstrate the correct formation of sentences.
2. Point to each column in the table to practise forming sentences with the students.

### Body

1. Students practise saying sentences using the substitution table.
2. Students change the underlined words to create new sentences.

I	am	not doing	the <u>planting</u> .
She	is		the <u>sweeping</u> .
He			
They	are	the <u>washing</u> .	
We			

### Conclusion

Students select words and say sentences in groups.

### Assessment

**Assessment Method:** Observing students in groups.

**Assessment Task:** Students say correct sentences from the substitution table.

**Assessment Criteria:** Correct sentence structure using the negative form of the verb 'to do' in the present tense. Manner of speaking.

**Recording Method:** Checklist.

## Week 1, Lesson 3

**Subject:** English

**Lesson:** Talking

**Strand:** Speaking and Listening

**Content Standard:** 3.1.2b

**Objective:** By the end of the lesson the students can say sentences using the plural verb form (I do, we do, they do correctly and with confidence.

### Content

**Knowledge:** Use of plural 'to do' verb forms.

**Skills:** Construct and use the plural form of the 'to do' verb in the present tense.

**Attitudes:** Speak confidently and politely.

### Materials:

Prepare blackboard by writing the substitution table.

### Introduction

1. Use the substitution table to demonstrate lessons.
2. Point to table and practise forming correct sentences with the students.

### Body

1. Students practise saying sentences using the substitution table.
2. Students change the underlined words to create new sentences.

I		the <u>sweeping</u>		<u>day.</u>
We	do	the <u>dusting</u>	every	<u>morning.</u>
They		the <u>scrubbing</u>		<u>evening.</u>

### Conclusion

Students select words and say sentences in groups.

### Assessment

**Assessment Method:** Observing students in groups.

**Assessment Task:** Students say correct sentences from the substitution table.

**Assessment Criteria:** Correct sentence structures using plural verb forms in the present tense. Manner of speaking.

**Recording Method:** Checklist.



## Week 1, Lesson 4

**Subject:** English

**Lesson:** Talking

**Strand:** Speaking and Listening

**Content Standard:** 3.1.2b

**Objective:** By the end of the lesson the students can use singular 'to do' verb forms (he does, she does, Mary does) correctly in a sentence.

### Content

**Knowledge:** Use of singular 'to do' verb forms.

**Skills:** Construct and use the singular form of the 'to do' verb in the present tense.

**Attitudes:** Speak confidently and correctly.

### Materials:

Prepare blackboard by writing the substitution table.

### Introduction

1. Use the substitution table to demonstrate lessons.
2. Point to table and practice with the students.

### Body

1. Students practice saying sentences using the substitution table.
2. Students change the underlined words to create new sentences.

He	does	<u>the sweeping</u>	every	<u>night.</u>
She		<u>the cooking</u>		
John		<u>the washing</u>		<u>day.</u>
Mary		<u>the cleaning</u>		

### Conclusion

Students work in small groups - selecting words and saying correctly formed sentences.

### Assessment

**Assessment Method:** Observing students in groups.

**Assessment Task:** Students say correct sentences from the substitution table.

**Assessment Criteria:** Correct sentence structures using singular 'to do' verb form in the present tense. Manner of speaking.

**Recording Method:** Checklist.

## Week 1, Lesson 5

**Subject:** English

**Lesson:** Talking

**Strand:** Speaking and Listening

**Content Standard:** 3.1.2a

**Objective:** By the end of the lesson the students will correctly use the words *left* and *right*.

### Content

**Knowledge:** Use of words: *left* and *right*.

**Skills:** Correct use of words; *left* and *right*.

**Attitudes:** Respect and consideration.

### Materials

Prepare blackboard by writing the words of the following song.

### Hokey Pokey

Put your right hand in,  
Put your right out,  
Put your right hand in,  
And you shake it all about,  
You do the hokey pokey,  
And you turn around,  
That's what it's all about.

Repeat left hand, right foot, left foot and your whole self.

### Introduction

1. Show your two hands to the students. Ask students to tell you which is the right hand and which is the left hand.
2. Tell students to hold up their right hand, left hand, left foot and left foot.  
(Make sure you stand with your back to the class so that you hold up the same hand (or foot) as the class when modelling left and right.)

### Body

1. Go through the song and actions one line at a time.
2. Sing the song together.

### Conclusion

Students perform the song in groups.

### Assessment

**Assessment Method:** Observing.

**Assessment Task:** Students sing and make actions to demonstrate understanding of left and right.

**Assessment Criteria:** Participation and demonstrated understanding of left and right.

**Recording Method:** Checklist.

# Strand 2: Reading

## Reading Weekly Program

The Reading Program has five lessons. Follow the reading program to develop your daily lesson plans. A one week daily lesson plan has been done to assist you.

**NOTE:** If you cannot find reading materials that match the theme and text type for that week, teach the reading lesson using other reading resources or create your own reading text. Refer to the resources section for guidelines to the reading process and more ideas.

Term 1					
Week	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Week 1</b> <b>Theme:</b> Greetings <b>Text type:</b> Narrative – personal recount <b>Reading material</b> Short reading text Short Information text Class reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Sound /n/ dinner, knee	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b> Homophones knot, not no, know	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Sound /a/ axe	<b>Reading for pleasure</b> Poems Articles Stories Journals  <b>Library skills</b>
<b>Week 2</b> <b>Theme:</b> Family <b>Text type:</b> Recount – personal experiences <b>Reading material</b> Short reading text Short Information text Class reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Sound middle /a/ mat	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b> Rhyme cat, sat, mat, fat	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Sound /t/ kitten, hoped	<b>Reading for pleasure</b> Poems Articles Stories Journals  <b>Library skills</b>
<b>Week 3</b> <b>Theme:</b> School <b>Text type:</b> Explanation - brochure <b>Reading material</b> Short reading text Short Information text Class reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Sound /p/ happy, cup	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b> syllables	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Sound /i/ inside	<b>Reading for pleasure</b> Poems Articles Stories Journals  <b>Library skills</b>

## Term 1

Week	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Week 4</b> <b>Theme:</b> People <b>Text type:</b> Narrative – description <b>Reading material</b> Short reading text Short Information text Class reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Sound /s/ <u>s</u> nake, <u>c</u> eremony, r <u>i</u> ce	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b> Synonyms	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Sound /s/ <u>s</u> un, <u>c</u> ity, m <u>i</u> ss, <u>v</u> oice	<b>Reading for pleasure</b> Poems Articles Stories Journals  <b>Library skills</b>
<b>Week 5</b> <b>Theme:</b> Home <b>Text type:</b> Recount <b>Reading material</b> Short reading text Short Information text Class reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Sound /c/ <u>c</u> at, <u>k</u> ing	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b> Antonyms	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Sound /c/ <u>d</u> uck, <u>c</u> hristmas	<b>Reading for pleasure</b> Poems Articles Stories Journals  <b>Library skills</b>
<b>Week 6</b> <b>Theme:</b> Church <b>Text type:</b> Recount – personal experience <b>Reading material</b> Short reading text Short Information text Class reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Sound /d/ <u>d</u> og, <u>s</u> udden	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b> Alphabetical order – 1 <sup>st</sup> place	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Sound /e/ <u>e</u> mpy, <u>n</u> et	<b>Reading for pleasure</b> Poems Articles Stories Journals  <b>Library skills</b>
<b>Week 7</b> <b>Theme:</b> Market <b>Text type:</b> Recount, Procedure <b>Reading material</b> Short reading text Short Information text Class reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Sound /e/ <u>b</u> read	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b> Word endings: suffixes	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Sound /m/ <u>s</u> ummer, <u>c</u> omb	<b>Reading for pleasure</b> Poems Articles Stories Journals  <b>Library skills</b>

## Term 1

Week	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Week 8</b> <b>Theme:</b> Environment <b>Text type:</b> Persuasion – posters and signs <b>Reading material</b> Short reading text Short Information text Class reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Sound /r/ berry, writer	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b> Silent letters writer, comb	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Sound /u/ uncle	<b>Reading for pleasure</b> Poems Articles Stories Journals  <b>Library skills</b>
<b>Week 9</b> <b>Theme:</b> Animals <b>Text type:</b> Narrative <b>Reading material</b> Short reading text Short Information text Class reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Sound /u/ up, nut, some	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b> Prefix 'un' unfair, unlock...	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Sound /w/ wheel	<b>Reading for pleasure</b> Poems Articles Stories Journals  <b>Library skills</b>
<b>Week 10</b> <b>Theme:</b> Plants <b>Text type:</b> Information - report <b>Reading material</b> Short reading text Short Information text Class reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Revision	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b> Fun with rhyming words	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Revision	<b>Reading for pleasure</b> Poems Articles Stories Journals  <b>Library skills</b>

## Term 2

Week	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Week 1</b> <b>Theme:</b> Places <b>Text type:</b> Transaction - letter <b>Reading material</b> Short reading text Short Information text Class reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Sound /o/ october, log	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b> Syllables with place names	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Sound /g/ bigger	<b>Reading for pleasure</b> Poems Articles Stories Journals  <b>Library Skills</b>

## Term 2

Week	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Week 2</b> <b>Theme:</b> Harvesting <b>Text type:</b> Procedural <b>Reading material</b> Short reading text Short Information text Class reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Sound /b/ <u>rubber</u>	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b> Compound words Sunrise, sunset, sunlight, sunflower	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Sound /l/ <u>sell</u> , <u>title</u>	<b>Reading for pleasure</b> Poems Articles Stories Journals  <b>Library skills</b>
<b>Week 3</b> <b>Theme:</b> Feasting <b>Text type:</b> Narrative <b>Reading material</b> Short reading text Short Information text Class reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Sound /v/ <u>van</u> , <u>give</u>	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b> Opposites Cold hot Fast slow	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Sound /x/ <u>box</u>	<b>Reading for pleasure</b> Poems Articles Stories Journals  <b>Library skills</b>
<b>Week 4</b> <b>Theme:</b> Customs <b>Text type:</b> Information narrative <b>Reading material</b> Short reading text Short Information text Class reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Sound /y/ <u>yellow</u>	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b> Homophones see, sea	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Sound /z / <u>zipper</u> , <u>dizzy</u>	<b>Reading for pleasure</b> Poems Articles Stories Journals  <b>Library Skills</b>
<b>Week 5</b> <b>Theme:</b> Music <b>Text type:</b> Narrative - song lyrics <b>Reading material</b> Poems and song lyrics Short information texts Class reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Sound /q/ <u>quiet</u>	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b> Words within words	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Sound /sh/ <u>shell</u> , <u>station</u>	<b>Reading for pleasure</b> Poems Articles Stories Journals  <b>Library Skills</b>

Term 2					
Week	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Week 6</b> <b>Theme:</b> Celebrations <b>Text type:</b> Procedural <b>Reading material</b> Short reading text Short information text Class reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Sound /ch/ <u>chair</u>	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b> Alphabetical orders – 1 <sup>st</sup> place	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Sound /j/ <u>July</u> , <u>giant</u>	<b>Reading for pleasure</b> Poems Articles Stories Journals  <b>Library Skills</b>
<b>Week 7</b> <b>Theme:</b> Transport <b>Text type:</b> Narrative Information <b>Reading material</b> Short reading text Short Information text Class reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Sound /j/ <u>Strange</u> , <u>badge</u>	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b> Compound words: airport airplane runway carport	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Sound /ng/ <u>ring</u>	<b>Reading for pleasure</b> Poems Articles Stories Journals  <b>Library Skills</b>
<b>Week 8</b> <b>Theme:</b> Colour <b>Text type:</b> Narrative - description <b>Reading material</b> Short reading text Short information text Class reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Sound /ng/ <u>sank</u>	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b> Similes: as black as night	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Sound /oy/ <u>boy</u> , <u>soil</u>	<b>Reading for pleasure</b> Poems Articles Stories Journals  <b>Library Skills</b>
<b>Week 9</b> <b>Theme:</b> Communication <b>Text type:</b> Persuasive - signs <b>Reading material</b> Short reading text Short information text Class reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Sound /f/ <u>cliff</u> , <u>phonics</u>	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b> Abbreviations: TV, NBC Mr, Mrs, Miss, Dr	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Sound /f/ <u>fan</u> , <u>off</u> , <u>phonics</u> , <u>rough</u>	<b>Reading for pleasure</b> Poems Articles Stories Journals  <b>Library Skills</b>

## Term 2

Week	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Week 10</b> <b>Theme:</b> Body parts <b>Text type:</b> Information <b>Reading material</b> Short reading text Short information text Class reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Revision	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b> Fun with rhyming words	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Revision	<b>Reading for pleasure</b> Poems Articles Stories Journals  <b>Library Skills</b>

## Term 3

Week	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Week 1</b> <b>Theme:</b> Clothing <b>Text type:</b> Information/ Procedure <b>Reading material</b> Short text Information text Grade reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Sound /ee/ <u>me</u> , <u>meet</u>	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b> Homophones	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Sound /ee/ <u>happy</u>	<b>Reading for pleasure</b> Poems Articles Stories Journals  <b>Library Skills</b>
<b>Week 2</b> <b>Theme:</b> Gardening <b>Text type:</b> Explanation <b>Reading material</b> Short text Information text Grade reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Sound middle / ee/ <u>team</u>	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b> Commonly confused words	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Sound /ee/ <u>Honey</u> , <u>thief</u>	<b>Reading for pleasure</b> Poems Articles Stories Journals  <b>Library Skills</b>
<b>Week 3</b> <b>Theme:</b> Fishing <b>Text type:</b> Poetry <b>Reading material</b> Short text Information text Grade reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Sound /oo/ <u>book</u> , <u>could</u>	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b> Opposites: rough, smooth wet, dry sad, happy	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Sound /oa/ <u>boat</u>	<b>Reading for pleasure</b> Poems Articles Stories Journals  <b>Library Skills</b>



## Term 3

Week	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Week 4</b> <b>Theme:</b> Food <b>Text type:</b> Recount - diary <b>Reading material</b> Short text Information text Grade reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Sound /oa/ <u>so, flow</u>	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b> Alphabetical order – 1 <sup>st</sup> letter	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Sound /oa/ <u>so, flow, note</u>	<b>Reading for pleasure</b> Poems Articles Stories Journals  <b>Library Skills</b>
<b>Week 5</b> <b>Theme:</b> Sports <b>Text type:</b> Report <b>Reading Material</b> Short text Information text Grade reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Sound /oa/ <u>post, sew</u>	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b> Antonyms	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Sound /ar/ <u>bark</u>	<b>Reading for pleasure</b> Poems Articles Stories Journals  <b>Library Skills</b>
<b>Week 6</b> <b>Theme:</b> Events <b>Text type:</b> Recount <b>Reading Material</b> Short text Information text Grade reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Sound /ar/ <u>heart</u>	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b> Prefixes	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Sound /ou/ <u>mouse, cow</u>	<b>Reading for pleasure</b> Poems Articles Stories Journals  <b>Library Skills</b>
<b>Week 7</b> <b>Theme:</b> Cooking <b>Text type:</b> Procedural <b>Reading Material</b> Short text Information text Grade reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Sound /ou/ <u>house</u>	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b> Suffixes	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Sound /or/ <u>for, floor, before</u>	<b>Reading for pleasure</b> Poems Articles Stories Journals  <b>Library Skills</b>
<b>Week 8</b> <b>Theme:</b> Safety <b>Text type:</b> Procedural – drills <b>Reading Material</b> Short text Information text Grade reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Sound /or/ <u>for, four</u>	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b> Shortened words	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Sound /ay/ <u>May</u>	<b>Reading for pleasure</b> Poems Articles Stories Journals  <b>Library Skills</b>

## Term 3

Week	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Week 9</b> <b>Theme:</b> Furniture <b>Text type:</b> Information <b>Reading material</b> Short text Information text Grade reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Sound /ay/ <u>nail</u>	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b> Dictionary entry	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Sound /ay/ <u>same</u> , <u>break</u>	<b>Reading for pleasure</b> Poems Articles Stories Journals  <b>Library Skills</b>
<b>Week 10</b> <b>Theme:</b> Disasters <b>Text type:</b> Narrative – story <b>Reading material</b> Short text Information text Grade reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Revision	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b> Fun with rhyming words	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Revision	<b>Reading for pleasure</b> Poems Articles Stories Journals  <b>Library Skills</b>

## Term 4

Week	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Week 1</b> <b>Theme:</b> Government <b>Text type:</b> Persuasive - discussion <b>Reading material</b> Short reading text Short Information text Grade reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Sound /ay/ <u>they</u> , <u>eight</u>	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b> Homophones <u>eight</u> , <u>great</u> , <u>grate</u>	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Sound /ie/ <u>l</u>	<b>Reading for pleasure</b> Poems Articles Stories Journals  <b>Library Skills</b>
<b>Week 2</b> <b>Theme:</b> Climate <b>Text type:</b> Report-information sheet <b>Reading material</b> Short reading text Short Information text Grade reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Sound middle /a/ <u>mat</u>	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b> Prefixes	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Sound /ie/ <u>lie</u> , <u>bite</u> , <u>fight</u>	<b>Reading for pleasure</b> Poems Articles Stories Journals  <b>Library Skills</b>

## Term 4

Week	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Week 3</b> <b>Theme:</b> Hospital <b>Text type:</b> Report <b>Reading material</b> Short reading text Short Information text Grade reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Sound middle /ie/ Sky, by <u>e</u>	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b> Medical word meanings	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Sound /ie/ <u>guide</u>	<b>Reading for pleasure</b> Poems Articles Stories Journals  <b>Library Skills</b>
<b>Week 4</b> <b>Theme:</b> Trading <b>Text type:</b> Information - map <b>Reading material</b> Short reading text Short Information text Grade reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Sound /ue/ <u>union, cube</u>	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b>	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Sound /ue/ <u>huge</u>	<b>Reading for pleasure</b> Poems Articles Stories Journals  <b>Library Skills</b>
<b>Week 5</b> <b>Theme:</b> Business <b>Text type:</b> Transactional - letter <b>Reading material</b> Short reading text Short Information text Grade reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Sound /ue/ <u>new, view, cube</u>	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b> Business words: bill, payment, invoice, customer	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Sound /er/ <u>sister</u>	<b>Reading for pleasure</b> Poems Articles Stories Journals  <b>Library Skills</b>
<b>Week 6</b> <b>Theme:</b> Space <b>Text type:</b> Narrative - imaginary <b>Reading material</b> Short reading text Short Information text Grade reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Sound /er/ <u>fur, early</u>	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b> Suffix –er	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Sound /er/ <u>bird</u>	<b>Reading for pleasure</b> Poems Articles Stories Journals  <b>Library Skills</b>
<b>Week 7</b> <b>Theme:</b> Health <b>Text type:</b> procedural - plan <b>Reading material</b> Short reading text Short Information text Grade reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Sound /er/ <u>worm</u>	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b> Alphabetical order – 2 <sup>nd</sup> letter	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Sound /air/ <u>hair, there</u>	<b>Reading for pleasure</b> Poems Articles Stories Journals  <b>Library Skills</b>

## Term 4

Week	Day 1	Day 2	Day 3	Day 4	Day 5
<b>Week 8</b> <b>Theme:</b> Disease <b>Text type:</b> Report – newspaper article <b>Reading material</b> Short reading text Short Information text Grade reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Sound /air/ <u>bear</u> , <u>square</u>	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b> Homophones there, their, they're where, wear, we're	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Sound /air/ <u>their</u>	<b>Reading for pleasure</b> Poems Articles Stories Journals  Library Skills
<b>Week 9</b> <b>Theme:</b> Holiday <b>Text type:</b> Narrative information <b>Reading material</b> Short reading text Short Information text Grade reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Sound /ooh/ <u>do</u> , <u>blue</u>	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b> Abbreviations	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Sound /ooh/ <u>blue</u> , <u>blew</u>	<b>Reading for pleasure</b> Poems Articles Stories Journals  <b>Library Skills</b>
<b>Week 10</b> <b>Theme:</b> Media <b>Text type:</b> Report <b>Reading material</b> Short reading text Short Information text Grade reader	<b>Reading and comprehension</b> Short reading text  <b>Phonics</b> Revision	<b>Reading and comprehension</b> Short reading text  <b>Vocabulary</b> Fun with rhyming words	<b>Reading and comprehension</b> Grade reader  <b>Vocabulary</b> Word meaning – from reading text	<b>Reading and comprehension</b> Short information text  <b>Phonics</b> Revision	<b>Reading for pleasure</b> Poems Articles Stories Journals  <b>Library Skills</b>

## Phonics Weekly Program

Note: All these sounds have been taught in Elementary.  
This is a revision for Grade 3 students.

Week	Term 1	Term 2	Term 3	Term 4
<b>Week 1</b>	/n/ dinner /n/ <u>k</u> nee /a/ <u>a</u> xe	/o/ <u>O</u> ctober /o/ <u>l</u> og /g/ <u>b</u> igger	/ee/ <u>m</u> eeet /ee/ <u>m</u> e /ee/ <u>p</u> uppy	/ay/ <u>t</u> hey /ay/ <u>e</u> ight /ie/ <u>l</u>
<b>Week 2</b>	/a/ <u>c</u> at /t/ <u>k</u> itten /t/ <u>p</u> icked	/b/ <u>r</u> ubber /l/ <u>s</u> ell /l/ <u>t</u> itle	/ee/ <u>t</u> eam /ee/ <u>h</u> oney /ee/ <u>t</u> hief	/ie/ <u>l</u> ie /ie/ <u>b</u> ite /ie/ <u>f</u> ight
<b>Week 3</b>	/p/ <u>p</u> uppy /p/ <u>c</u> up /i/ <u>i</u> nside	/v/ <u>v</u> ine /v/ <u>g</u> ive /x/ <u>f</u> ox	/oo/ <u>b</u> ook /oo/ <u>c</u> ould /oa/ <u>b</u> oat	/ie/ <u>s</u> ky /ie/ <u>b</u> ye /ie/ <u>g</u> uide
<b>Week 4</b>	/s/ <u>m</u> iss /s/ <u>c</u> eremony /s/ <u>r</u> ice	/y/ <u>y</u> ellow /z/ <u>z</u> ipper /z/ <u>d</u> izzy	/oa/ <u>s</u> o /oa/ <u>f</u> low /oa/ <u>n</u> ote	/ue/ <u>u</u> nion /ue/ <u>g</u> lue /ue/ <u>f</u> lute
<b>Week 5</b>	/c/ <u>k</u> ing /c/ <u>k</u> ick /c/ <u>C</u> hristmas	/q/ <u>q</u> uiet /sh/ <u>s</u> hell /sh/ <u>s</u> tation	/oa/ <u>p</u> ost /oa/ <u>s</u> ew /ar/ <u>b</u> ark	/ue/ <u>n</u> ew /ue/ <u>c</u> ube /er/ <u>s</u> ister
<b>Week 6</b>	/d/ <u>s</u> uddenly /e/ <u>e</u> nvelop /e/ <u>n</u> et	/ch/ <u>ch</u> air /j/ <u>J</u> uly /j/ <u>g</u> iant	/ar/ <u>h</u> ear /ou/ <u>m</u> ouse /ou/ <u>n</u> ow	/er/ <u>f</u> ur /er/ <u>e</u> arly /er/ <u>b</u> ird
<b>Week 7</b>	/e/ <u>b</u> read /m/ <u>s</u> ummer /m/ <u>c</u> omb	/j/ <u>s</u> trange /j/ <u>b</u> adge /ng/ <u>r</u> ing	/ou/ <u>m</u> ouse /or/ <u>f</u> loor /or/ <u>b</u> efore	/er/ <u>w</u> orm /air/ <u>h</u> air /air/ <u>t</u> here
<b>Week 8</b>	/r/ <u>b</u> erry /r/ <u>w</u> riter /u/ <u>u</u> ncle	/ng/ <u>s</u> ank /oy/ <u>b</u> oy /oy/ <u>s</u> oil	/or/ <u>p</u> ort /or/ <u>f</u> our /ay/ <u>M</u> ay	/air/ <u>b</u> ear /air/ <u>s</u> quare /air/ <u>t</u> heir
<b>Week 9</b>	/u/ <u>n</u> ut /u/ <u>s</u> ome /w/ <u>w</u> hat	/f/ <u>c</u> liff /f/ <u>p</u> honics /f/ <u>r</u> ough	/ay/ <u>n</u> ail /ay/ <u>s</u> ame /ay/ <u>b</u> reak	/ooh/ <u>d</u> o
<b>Week 10</b>	Revision	Revision	Revision	Revision

## Reading Sample Lesson Plans

### Week 1, Lesson 1

**Subject:** English

**Lesson:** Reading – phonics

**Strand:** Reading

**Content Standard:** 3.2.1, 3.2.2, 3.2.3,

**Objective:** 1. To read and comprehend a short text. 2. To recognise the sound /n/ and the letters that can be used to write that sound.

#### Content

**Knowledge:** Reading and understanding a text.

**Skills:** Using a variety of reading strategies to read a text including phonic knowledge.

**Attitudes:** Self confidence in reading.

#### Reading and Comprehension

##### Materials

Find a short text (around 12 sentences) that students can read together. It can be a poem, narrative or information text. It may relate to this week's theme but this is not essential. The text can be chosen from a School Journal, class book, newspaper or create your own text. If you do not have a class set of books, write the reading text on the board. The following lesson can be adapted to any reading text.

##### Introduction

1. Introduce the story, poem or information text.
  - Look at the title of the story.
  - Talk about what the story or writing might be about.
  - Share related experiences. Predict what might happen or what the information might be.

##### Body

2. Read the text and encourage students to:
  - Join in with the reading.
  - Read on or read back.
  - Use picture clues, context clues, word attack strategies and phonics.
  - Ask questions to check that students understand the story.

##### Conclusion

3. After reading encourage students to
  - Talk, think, share and compare their responses to the story.
  - Ask questions to check that students understand the story.

##### Phonics

##### Materials

Write words with the letter pattern 'nn' on the board, e. g. funny, dinner, tunnel, runner.

##### Introduction

1. Play the game 'I spy' focusing on the sound /n/.
2. Think of an object. Say: *I spy with my little eye something beginning with /n/.* Students guess which object you are thinking of.

##### Body

1. Tell the class to listen carefully as you sound out and read the word 'funny' (Draw a line or sound dots under each letter as you sound out words.)  
Tell the class that the word funny has 4 sounds, e, g, /f/ /u/ /nn/ /y/. Ask: *Which letters are used to write the sound /n/ in funny?* (letters **nn**)  
Repeat for the other words on the board.
2. Students fill the blanks with the words in brackets (funny, dinner, tunnel, runner).  
We eat our \_\_\_\_\_ at six o'clock.  
The \_\_\_\_\_ boy makes us laugh.  
The rat ran into the \_\_\_\_\_.  
She is the fastest \_\_\_\_\_ at school.

##### Assessment

**Assessment Method:** Observing responses and correcting sentences.

**Assessment Task:** 1. Correct answers to comprehension questions about the reading text. 2. Writing sentences using words with the sound /n/.

**Assessment Criteria:** Correct oral responses and correct spelling of the sound /n/ in words and sentences.

**Recording Method:** Checklist/Portfolio.

## Week 1, Lesson 2

**Subject:** English

**Lesson:** Reading – phonics – homophones

**Strand:** Reading

**Content Standard:** 3.2.1, 3.2.2, 3.2.3,

**Objective:** 1. To read and comprehend a short text. 2. To recognise the sound /n/ written using the letter patterns 'n'. 'nn' and 'kn'. 3. To identify homophones (no, know).

### Content

**Knowledge:** Recognise letter sounds and read new words and sentences.

**Skills:** 1. Read a text applying a range of reading strategies. 2. Identify positions of sounds in words and sound out and read new words.

**Attitudes:** Appreciate and take pride in developing their English letter sound skills and learning new words.

### Reading and Comprehension

#### Materials

Repeat Lesson 1's reading or use a new story or information text.

#### Introduction

1. Together with the class, talk about Lesson 1's reading text or introduce a new short reading text.

#### Body

1. Read the text again and ask comprehension questions to make sure that students understand the reading text. If reading a narrative text, ask questions about:

- the setting.
- characters.
- the order of events in the story.
- the meaning of difficult words in the story.

If reading an information text ask questions about:

- what the writing is about:
- the main information or argument.
- the meaning of difficult or subject-specific words.

### Phonics

#### Materials

Write words with the sound /n/ on the board:

letter pattern 'n' - *nose, nine, Nina*

letter pattern 'nn' - *dinner, Anna*

letter pattern 'kn' - *knee, knot, knee,*

Write these sentences on the board.

*Nigel kneels on his left knee.*

*Do you know Nina?*

#### Introduction

1. Say words and ask students to put up their hands when they hear the beginning sound /n/: *happy, no, net, sit, fast, kneel, knife, pat, knot, Peter, Neil.*
2. Ask students to say other words that have the sound /n/. (*knee, Nellie, not, pen, funny...*) Where is the sound in the word at the beginning, middle or end?

#### Body

1. Use the words on the board to revise the sound /n/ and teach the different ways we can write the same sound.
2. Identify the sound in words (e.g. sound /n/ in *nose, dinner, knee, knot...*).
3. Sound out the words: *knee - /n/ /ee/.*

#### Conclusion

##### Vocabulary: Homophones

1. Write the words *knot, not, and know, no* on the board and talk about words that have the same sound but a different spelling and meaning.
2. Students say each of the words in sentences to show that they understand their meaning. They then write some of the sentences to show that the correct spelling matches each word meaning.

#### Assessment

**Assessment Method:** Observing responses and correcting sentences.

**Assessment Task:** 1. Correct answers to comprehension questions about the reading.  
2. Writing sentences/ words with the sound /n/.

**Assessment Criteria:** Correct oral responses and correct spelling of the sound /n/ in words and sentences.

**Recording Method:** Checklist/Portfolio.

**Week 1, Lesson 3****Subject:** English**Lesson:** Reading**Strand:** Reading**Content Standard:** 3.2.1, 3.2.2, 3.2.3,**Objective:** To read a longer text for meaning with fluency and accuracy.**Content****Knowledge:** To read and comprehend a longer text.**Skills:** Reading for meaning with fluency and accuracy.**Attitudes:** Reading for enjoyment.**Materials**

Grade reader (e.g. The Great Dance).

**Introduction**

Introduce the story.

- Look at the title of the story.
- Talk about what the story or writing might be about.
- Share related experiences.
- Predict what might happen or what the information might be.

**Body**

1. Read the text as a class and encourage students to:
  - Join in with the reading.
  - Read on or read back.
  - Use picture clues, context clues, word attack strategies and knowledge of phonics.

Ask questions to check that students understand the story.

2. Next students work in small groups or pairs.
  - Pair reading options include:
    - Students take it in turns to read
    - Two readers read together
    - Echo reading – pair a strong and a weaker reader - the stronger reader reads the words and the less fluent reader repeats them.

**Conclusion****Vocabulary – word meaning**

1. List words that students have found difficult to read and understand from the story. List them on the board. Talk about the words and their meaning in the context of the story.
2. Encourage students to use the words in sentences to show that they understand their meaning.

**Assessment****Assessment Method:** Listening to reading, comprehension answers and word meaning responses.**Assessment Task:** 1. Reading aloud. 2. Answering comprehension questions 3. Using words in sentences to show their meaning.**Assessment Criteria:** Accurate and fluent reading. Correct oral responses to questions.**Recording Method:** Checklist.



## Week 1, Lesson 4

**Subject:** English

**Lesson:** Reading – phonics

**Strand:** Reading

**Content Standard:** 3.2.1, 3.2.2, 3.2.3,

**Objective:** By the end of the lesson the students will be able to practise sound /a/ and read a story and respond appropriately to what is read.

### Content

**Knowledge:** 1. Recognise letter sounds 2. Read an information text.

**Skills:** 1. Identify position of sounds in words and sound out and read words 2. Read and comprehend factual information.

**Attitudes:** Appreciate and take pride in developing their reading and letter-sound skills.

### Materials

Write the words with the sound /a/ on the board, e. g. *axe, ant, apple, Anna, Alotau.*

### Introduction

Play a game 'frieze'. Randomly point at a frieze of letters (see example below). Ask students to tell you the sounds as you point to them. Make sure that students say the sound and not the letter name. (e.g. the sound 'sssss' not the letter name 's') Speed up gradually – you could ask a student to be teacher! Increase or decrease the number of sounds, depending on your students.

s	a	c
n	t	d

### Body

#### Phonics

1. Identify the sound in words (e.g. sound /a/ in *axe, apple, angry, accident, cat, happy*).
2. Identify the sound in sentences (e.g. sound /a/ using the letter pattern 'a', '*The angry man had an accident when using his axe.*').
3. Write the words on the board and identify the letters used to write the sound (e.g. *angry, man, had, an, accident, axe*).
4. Sound out the words: *angry* - /a/ /n/ /g/ /r/ /ee/.

#### Reading and Comprehension

1. Introduce a non-fiction or information text (e.g. a list of facts about an ant).
2. Follow the reading process (see Day 1) and talk about the information in the text.
3. Explain any technical or difficult words and ask questions to make sure students understand the information and argument in the writing.

#### Conclusion

After reading ask the class questions about the information in the text. Encourage students to talk about information they found interesting.

#### Assessment

**Assessment Method:** Observing responses and correcting sentences.

**Assessment Task:** 1. Writing and finding words in sentences with the sound /a/. 2. Correct answers to comprehension questions about the reading text.

**Assessment Criteria:** Correct oral responses and correct spelling of the sound /a/ in words and sentences.

**Recording Method:** Checklist.

## Week 1, Lesson 5

**Subject:** English

**Lesson:** Reading – Library Skills

**Strand:** Reading

**Content Standard:** 3.2.1, 3.2.2, 3.2.3,

**Objective:** By the end of the lesson students will be able to use a dictionary to look up words.

### Content

**Knowledge:** How to use a dictionary.

**Skills:** Identify and locate the meaning of a word in a dictionary.

**Attitudes:** Self confidence in reading and locating information.

### Materials

Dictionaries.

### Introduction

1. Play the 'Opposites' game.
2. Say a word and students say its opposite, for example:

*stand* (sit)

*laugh* (cry)

*large* (small)

### Body

1. Students do a range of activities to develop Library Skills. For example, they play games to practice alphabetical order.
2. Together, as a class, use the dictionary to find the following words and read their meanings.

knight	
kneel	
doctor	
wish	
wave	

3. In pairs, students use the dictionary to find these words and write their meanings.

knight	
too	
there	
know	
won	

### Conclusion

Students give examples of words and their meanings from the dictionary.

### Assessment

**Assessment Method:** Observation of responses and correcting statements of word meaning written from a dictionary.

**Assessment Task:** 1. Games and activities practising alphabetical order 2. Writing word meanings from a dictionary.

**Assessment Criteria:** Finding entries in a dictionary and writing the meaning of words.

**Recording Method:** Checklist/Portfolio.

# Strand 3: Writing

## Written Sentences/Grammar Weekly Program

The program of Talking Sentences in Speaking and Listening lay the oral foundations for Grammar and written sentences. Daily oral practice of the correct forms of English creates a solid foundation for all language learning. Here are the grammar topics and written sentence to assist you develop your daily lesson plans. Use the lesson samples in the resource section for more ideas.

Week	Term 1	Term 2	Term 3	Term 4
Week 1	<b>Common nouns</b>	<b>Common nouns</b>	<b>Nouns: singular and plural</b> <i>adding s, es</i>	<b>Nouns: singular and irregular plural</b> <i>tooth, teeth, foot, feet...</i>
	Writing sentences with capital letters, full stops and correct use of common nouns.	Writing sentences with capital letters, full stops and correct use of common nouns.	Writing sentences with capital letters, full stops and correct use of singular and plural nouns.	Writing sentences with correct use of irregular plural nouns.
	Examples: <i>Here is the <u>boy</u>.</i> <i>He plays the <u>guitar</u>.</i> <i>He plays at <u>school</u>.</i>	Examples: <i>The <u>girl</u> is dancing.</i> <i>She is in a <u>hall</u>.</i> <i>A <u>dog</u> is watching.</i>	Examples: <i>The four <u>birds</u> sang.</i> <i>I have two <u>brushes</u>.</i>	Examples: <i>I lost a <u>tooth</u>.</i> <i>Now I have two missing <u>teeth</u>.</i>
Week 2	<b>Common nouns: singular and plural</b> <i>adding sv</i>	<b>Proper nouns</b>	<b>Compound nouns</b> <i>waterfall, weekend, football</i>	<b>Possessive adjectives: singular</b> <i>my, your, her, his, its</i>
	Writing sentences with capital letters, full stops and correct use of singular and plural common nouns.	Writing sentences with correct punctuation and use of proper nouns.	Writing sentences with capital letters, full stops and correct use of compound nouns.	Writing sentences with capital letters, full stops, question marks and correct use of possessive adjectives.
	Examples: <i>Please pass me the <u>book</u>.</i> <i>Please pass me three <u>books</u>.</i>	Examples: <i><u>Dr Tau</u> is visiting villages on the <u>Fly River</u>.</i>	Examples: <i>I see a <u>butterfly</u>.</i> <i>It is near the <u>waterfall</u>.</i>	Examples: <i>Is this <u>your</u> book?</i> <i>This is <u>my</u> book.</i> <i>Is this <u>her</u> book?</i> <i>That is <u>his</u> book.</i>
Week 3	<b>Proper nouns</b>	<b>Adjectives:</b> describing people and things	<b>Adjectives: number</b> <i>two books</i>	<b>Possessive adjectives: plural</b> <i>our, your, their</i>
	Writing sentences with correct punctuation and use of proper nouns.	Writing sentences with correct punctuation and use of adjectives.	Writing sentences with capital letters, full stops and correct use of adjectives.	Writing questions and sentences with correct use of plural possessive adjectives.

Week	Term 1	Term 2	Term 3	Term 4
<b>Week 3</b> (continued)	Examples: <i>This is <u>MonaLisa</u>.</i> <i>She lives in <u>Kiunga</u>.</i> <i>Her brother is <u>Dr Wranga</u>.</i>	Examples: <i>I see a <u>blue</u> book.</i> <i>It is a <u>big</u> book.</i> <i>It is a <u>heavy</u> book.</i>	Examples: <i>A cat has <u>four</u> legs.</i> <i>An insect has <u>six</u> legs.</i>	Examples: <i>Is this <u>your</u> classroom?</i> <i>This is <u>our</u> classroom.</i>
<b>Week 4</b>	<b>Pronouns: personal singular</b> <i>I, you, he, she, it</i>	<b>Pronouns: personal plural</b> <i>we, you they</i>	<b>Verbs: present tense</b> <i>have, has</i>	<b>Adjectives: comparative and superlative</b>
	Writing sentences with correct punctuation and use of pronouns.	Writing sentences with correct punctuation and use of pronouns.	Writing sentences in the present tense with the correct use of the verb 'to have'	Writing sentences in the present tense with the correct use of comparative and superlative adjectives.
	Examples: <i>This is <u>Mathew</u>.</i> <i><u>He</u> is my friend.</i> <i>This is <u>Sue</u>.</i> <i><u>She</u> plays the guitar.</i>	Examples: <i><u>We</u> are going to the river.</i> <i><u>They</u> are going, too.</i> <i>All of <u>you</u> are welcome to come.</i>	Examples: <i>I <u>have</u> lunch every day.</i> <i><u>He</u> <u>has</u> dinner every day.</i> <i><u>We</u> <u>have</u> to go now.</i>	Examples: <i>This yam is <u>big</u>.</i> <i>This yam is <u>bigger</u>.</i> <i>This yam is the <u>biggest</u>.</i>
<b>Week 5</b>	<b>Verbs: present Tense</b>	<b>Verbs: present continuous</b>	<b>Verbs: past tense Irregular verbs</b> <i>run ran, see saw</i>	<b>Verbs: future tense</b>
	Writing sentences in the present tense with the correct conjugation of verbs.	Writing sentences in the present continuous with correct punctuation and verb usage.	Writing sentences in the past tense with the correct use irregular verbs.	Writing sentences in the future tense with correct punctuation.
	Examples: <i>I <u>play</u> the guitar every day.</i> <i><u>She</u> <u>plays</u> the guitar every day.</i>	Examples: <i>I <u>am playing</u> the guitar.</i> <i>I <u>am singing</u>.</i>	Examples: <i>What did you <u>see</u>?</i> <i>I <u>saw</u> a bird.</i>	Examples: <i>Tomorrow I <u>will play</u> the guitar.</i> <i>This afternoon I <u>will sing</u>.</i>
<b>Week 6</b>	<b>Verbs: present tense 'to be'</b>	<b>Verbs: past continuous tense</b>	<b>Adverbs of time</b> <i>tomorrow, yesterday, next, soon, before, after</i>	<b>Adverbs of place</b> <i>there, here, behind</i>
	Writing sentences in the present tense with correct usage of the verb 'to be'.	Writing sentences with correct punctuation and use of the past present continuous tense.	Writing sentences that correctly use adverbs of time.	Writing sentences that correctly use adverbs of place.
	Examples: <i>I <u>am</u> Sue.</i> <i>I <u>am</u> happy when I play the guitar.</i>	Examples: <i><u>Yesterday</u>, I <u>was fishing</u> with my Dad.</i> <i>This morning we <u>were fishing</u>.</i>	Examples: <i><u>Soon</u> I will catch a PMV.</i> <i>I will have dinner <u>after</u> I go fishing.</i>	Examples: <i>Where is the book? It is <u>here</u>.</i> <i>It is over <u>there</u>.</i> <i>It is <u>behind</u> the vase.</i>

Week	Term 1	Term 2	Term 3	Term 4
Week 7	<b>Verbs: past tense</b>	<b>Adverb of manner</b> <i>quickly, slowly</i>	<b>Conjunctions</b> <i>and, but</i>	<b>Conjunctions</b> <i>or, because</i>
	Writing sentences in the past tense with the correct verb ending.	Writing sentences that correctly use adverbs of manner	Writing sentences with conjunctions.	Writing questions and sentences with conjunctions.
	Example: <i>Yesterday I <u>played</u> the guitar.</i>	Examples: <i>I walk <u>slowly</u>.</i> <i>She ran <u>quickly</u>.</i>	Examples: <i>I have a mango <u>and</u> a banana.</i> <i>I have a mango <u>but</u> I don't have banana.</i>	Examples: <i>Do you like rugby <u>or</u> soccer best?</i> <i>I cannot come <u>because</u> I am sick.</i>
Week 8	<b>Verbs – Past tense 'to be'</b> <i>was, were</i>	<b>Prepositions</b> <i>on, behind, under, over</i>	<b>Prepositions</b> <i>from, into, along, off</i>	<b>Prepositions</b> <i>from, onto, along, off</i>
	Writing sentences in the past tense with correct usage of the verb 'to be'.	Writing sentences with the correct use of prepositions.	Writing sentences with the correct use of prepositions.	Writing sentences with the correct use of prepositions.
	Examples: <i>Last week we <u>were</u> playing the guitar.</i> <i>Last night he <u>was</u> playing the guitar.</i>	Examples: <i>The book is <u>on</u> the table.</i> <i>The boy is <u>behind</u> the tree.</i>	Examples: <i>He is walking <u>along</u> the road.</i> <i>He jumps <u>into</u> the water.</i>	Examples: <i>He walked <u>from</u> Lae.</i> <i>He walked <u>along</u> the Highway.</i>
Week 9	<b>Sentences: statements</b>	<b>Sentences: questions</b>	<b>Sentences: commands and exclamations</b>	<b>Sentences with commas</b>
	Writing sentences with correct punctuation (capital letters, full stops and conjunctions).	Writing questions with correct punctuation (capital letters, question marks, conjunctions)	Writing commands with correct punctuation (capital letters and explanation marks)	Writing sentences with correct punctuation (capital letters, full stops, commas) and conjunctions.
	Examples: <i>My name is Sam. I play the guitar.</i> <i>My name is Sam <u>and</u> I play the guitar.</i>	Examples: <i>What is your name?</i> <i>How old are you?</i> <i>What is your height and weight?</i>	Examples: <i>Come here!</i> <i>Stand still!</i> <i>What a big fish!</i>	Examples: <i>I have a book, pen and pencils.</i> <i>Mary, John and Sarah can come to the river.</i>
Week 10	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>	<b>Assessment</b>

## Written Sentences/Grammar Sample Lesson Plans

### Week 1, Lesson 1

**Subject:** English

**Lesson:** Written Sentences/Grammar

**Strand:** Writing

**Content Standard:** 3.3.3a, 3.3.3b, 3.3.3c

**Objective:** By the end of the lesson the students will identify and use nouns in sentences with correct punctuation.

### Content

**Knowledge:** Nouns are words that name people, places, animals and things. Correct punctuation of a sentence.

**Skills:** Identify common nouns in sentences using correct punctuation.

**Attitudes:** Build confidence in using correct English structures in writing.

### Materials

Blackboard preparation:

1. Write the following on the board.

A noun is a naming word. Nouns name:  
**people** - *boy, girl*, **places** - *school, house*,  
**animals** - *dog, cat*, **things** - *desk, hammer*.

2. Pictures of nouns, with labels, e.g. *boy, girl, teacher, school, house, hut, dog, cat, pig, box, bus....*

### Introduction

1. Identifying nouns.  
 The teacher holds up a pencil and asks: What is this? (It is a pencil.) Say: *The word pencil is a noun.*  
 Explain that a noun is a word that names people, animals, places and things.  
 Repeat using other things in the room, e.g. *table, book, pen, window, chair.*
2. Play the game: **I spy** using nouns, e.g. *I spy with my little eye a noun that begins with the letter p.* (pencil, paper, Peter)

### Body

1. Hold up pictures of nouns and ask students to read the word that names the picture: *boy, girl, teacher, school, house, hut...*  
 Tell students that each word is a noun because it names a person (*boy, girl, teacher*), place (*school, house, hut*) thing (*box bus*) or animal (*dog, cat, pig*).
2. List the nouns on the board. Read the nouns together.  
 Choose a noun and ask a student to use the word in a sentence. Write the sentence on the board.  
 Choose another student to underline the noun in the sentence. Repeat with other nouns and students.

### Conclusion

Students choose three nouns from the list and write them in sentences in their books. Remind students that a sentence begins with a capital letter and ends with a full stop.

### Assessment

**Assessment Method:** Listening and correcting written sentences.

**Assessment Task:** Naming nouns and using them in oral and written sentences.

**Assessment Criteria:** Correct naming of nouns. Writing correctly punctuated sentences. Neat hand writing.

**Recording Method:** Checklist/Portfolio.

## Week 1, Lesson 2

**Subject:** English

**Lesson:** Written Sentences/Grammar

**Strand:** Writing

**Content Standard:** 3.3.3a, 3.3.3b, 3.3.3c

**Objective:** By the end of the lesson the students will correctly identify and classify nouns.

### Content

**Knowledge:** Identify and correctly use common nouns in sentences.

**Skills:** Identify and classify nouns in groups. Write nouns in sentences.

**Attitudes:** Build confidence in using correct English structures in writing.

### Materials

Blackboard preparation:

- Write on the blackboard:  
**Nouns** are words that name people, animals, places and things.
- Draw this table on the board.

People	Animals	Places	Things

### Introduction

Remind students that nouns are naming words.

Point to the definition on the board and read it aloud.

Then point to the table and ask students to suggest nouns for each group: People (man, child, girl, mother...), Animal (dog, bird, pig...), Places (school, home, church, road, river...), Things (book, pen, tap, water...). As students suggest nouns, write them in table.

### Body

- Write a sentence on the board: The boy runs fast.

Ask: *What is the noun in this sentence? (boy) What does the noun name? (a person)*

Write other sentences and ask students to copy each sentence and underline the noun in the sentence and say if it is a person, animal place or thing.

- The dog can run fast.
- The girl is playing.
- Pass the book to me.
- I like my school.

- If time, ask students to write other sentences. Ask them to underline the noun and say if the noun is a person, animal, place or thing.

### Conclusion

Play the game **I Spy** (*I spy with my little eye a noun that begins with 't'.*) Students name nouns in the classroom (or outside) and say if the noun is a person, animal, place or thing.

### Assessment

**Assessment Method:** Observing student responses to questions and correcting written sentences.

**Assessment Task:** Writing five sentences and identifying the noun and the type of noun (person, animal, place or thing).

**Assessment Criteria:** Correctly identifying nouns. Writing sentences beginning with a capital letter and ending with a full stop. Neat hand writing.

**Recording Method:** Checklist/Portfolio.

## Week 1, Lesson 3

**Subject:** English

**Lesson:** Written Sentences/Grammar

**Strand:** Writing

**Content Standard:** 3.3.3a, 3.3.3b, 3.3.3c

**Objective:** By the end of the lesson the students will be able to use common nouns in correctly punctuated sentences.

### Content

**Knowledge:** Common nouns. Correct formation and punctuation of sentences.

**Skills:** Recognising nouns and writing correctly punctuated sentences.

**Attitudes:** Build confidence in using correct English structures in writing.

### Materials

Blackboard preparation: Write the sentences (not the answers, in brackets) for activities 1 and 2 on the board.

### Introduction

Revise yesterday's lesson.

A noun is a word that names a person, animal, place, or thing.

### Body

- Students copy and underline the noun in each sentence.
  - I went to the park. (Ans. *park* – *place*)
  - My dog came too. (Ans. *dog* – *animal*)
  - I took my ball. (Ans. *ball* – *thing*)
  - The children all played. (Ans. *children* – *people*)
- There are two or three nouns in each of these sentences. Students copy the sentences and underline the nouns. Make sure that students write each sentence correctly. Remind students that sentences always begin with a capital letter and end with a full stop.
  - Mum went to the store to buy some rice. (*mum store rice*)
  - The boys are playing at the oval. (*boys, oval*)
  - These women sing in church. (*women, church*)
  - My dog is black. It has a long tail. (*dog, tail*)

### Conclusion

Correct the Activity 2 sentences together as a class. Read each sentence. Students name the nouns. Ask them to tell you if the noun is a person, place, animal or thing.

### Assessment

**Assessment Method:** Observing student responses to questions and correcting written sentences.

**Assessment Task:** Writing sentences and identifying the noun and the type of noun (person, animal, place or thing).

**Assessment Criteria:** Correctly identifying nouns. Writing sentences beginning with a capital letter and ending with a full stop. Neat hand writing.

**Recording Method:** Checklist/Portfolio.



## Week 1, Lesson 4

**Subject:** English

**Lesson:** Written Sentences/Grammar

**Strand:** Writing

**Content Standard:** 3.3.3a, 3.3.3b, 3.3.3

**Objective:** By the end of the lesson the students will be able recognise common nouns and correctly punctuate a sentence.

### Content

**Knowledge:** Common nouns. Correct punctuation of sentences.

**Skills:** Recognising nouns and adding correct punctuation to sentences.

**Attitudes:** Build confidence in using correct English structures in writing.

### Materials

Blackboard preparation: Write the sentences and words in the box for activities 1 and 2 (with no punctuation) on the board.

### Introduction

Revise yesterday's lesson

A noun is a word that names a person, animal, place, or thing.

### Body

1. Students copy the sentences and choose a noun from the box to complete each sentence.

- |                            |        |
|----------------------------|--------|
| a. I like to go to s_____. | friend |
| b. I walk with my f_____.  | bag    |
| c. I carry my b_____.      | school |
| d. We like our pet b_____. | bird   |

2. Students write each sentences adding in correct punctuation (capital letters and full stops). They then underline the nouns.

- it is fun to play in the park
- i help my dad carry the wood
- the cat is hiding under the bush

### Conclusion

As a class, talk about punctuation and add punctuation to the Activity 2 sentences so that students can check their work.

### Assessment

**Assessment Method:** Observing student responses to questions and correcting written sentences.

**Assessment Task:** Writing sentences and identifying the noun. Adding punctuation to sentences.

**Assessment Criteria:** Correctly identifying nouns. Writing sentences beginning with a capital letter and ending with a full stop. Neat hand writing.

**Recording Method:** Checklist/Portfolio.

## Week 1, Lesson 5

**Subject:** English

**Lesson:** Written Sentences/Grammar

**Strand:** Writing

**Content Standard:** 3.3.3a, 3.3.3b, 3.3.3c

**Objective:** To assess that students can identify nouns and write them in correctly punctuated sentences.

### Content

**Knowledge:** Common nouns. Correct punctuation of sentences.

**Skills:** Correctly naming common nouns and understanding the rules for punctuating sentences.

**Attitudes:** Build confidence in using correct English structures in writing.

### Materials

Blackboard preparation: Write the five test sentences (without punctuation) on the board.

### Assessment

A sample assessment to test students' understanding of nouns.

**Assessment Method:** Correctly identifying the nouns.

**Assessment Task:** To correctly punctuate a sentence and identify the noun.

### Test

Students correctly punctuate each sentence and then underline the noun.

1. the fireman rescued the boy from the house
2. my friend and I are going to the beach
3. our teacher gave us homework
4. my sock has a hole in it
5. the book has a blue cover

### Answers

1. The fireman rescued the boy from the house.
2. My friend and I are going to the beach.
3. Our teacher gave us homework.
4. My sock has a hole in it.
5. The book has a blue cover.

**Assessment Criteria:** Correct identification of nouns within a sentence. Correct punctuation of a sentence.

**Record:** Checklist.

## Spelling Weekly Program

The program is designed for teachers to plan daily lessons. There are two parts to the spelling and dictation activity in a week. Part 1 has sight words. These are commonly used words and students who can immediately recognise, read and write these words will have a good command of English. Part 2 consists of family group words related to weekly themes. Spelling has two lessons per week. It is important that teachers teach the spelling words thoroughly for the week.

Sample lesson plans assist you to develop your spelling lessons. Extra support activities for spelling are in the Resource section of this book

Week	Term 1	Term 2	Term 3	Term 4
Week 1	<b>Sight words</b> was, went, the, then, they	<b>Sight words</b> our, into, well, also, didn't	<b>Sight words</b> how, best, gone, know, shout	<b>Sight words</b> each, soap, clean, young, washing
	<b>Theme: Greetings</b> goodbye, wave, smile, hello, Hi	<b>Theme: The Island</b> Coral, reef, beach, palms, coconuts,	<b>Theme: Leisure</b> swim, laugh, movie, party, sleep	<b>Theme: The island</b> palms, beach, sea, crab, stone
Week 2	<b>Sight words</b> their, there, here, got, had	<b>Sight words</b> from, down, water, found, people	<b>Sight words</b> just, told, don't, today, he's	<b>Sight words</b> soon, very, salt, round, leaves
	<b>Theme: Family</b> father, mother, son, daughter, brother, sister	<b>Theme: Yams festival</b> fence, women, seedlings, grass, skirt	<b>Theme: Harvests</b> tea, coffee, cocoa, producer, picker, bags	<b>Theme: The skin</b> hairs, black, brown, smooth, rough
Week 3	<b>Sight words</b> play, said, home, when, were	<b>Sight words</b> must, over, took, about, other	<b>Sight words</b> same, help, town, wrong, things	<b>Sight words</b> who, will, even, which, tasty
	<b>Theme: School</b> classroom, playground, children, teacher, flag	<b>Theme: The dancing</b> plumes, singsing, painted, decorate, leaves	<b>Theme: Fishing boat</b> hook, skipper, jackets, anchor, captain	<b>Theme: Elections</b> ballot, age, box army, people, police
Week 4	<b>Sight words</b> but, you, saw, that, house	<b>Sight words</b> most, want, can't, soft, morning	<b>Sight words</b> let's, much, find, drink, start	<b>Sight words</b> it's, here, there's, different, helped
	<b>Theme: People</b> man, woman, boy, girl, friend	<b>Theme: Bride price</b> chief, meet, money, share, pigs	<b>Theme: Fruit</b> orange, banana, pineapple, guava, watermelon	<b>Theme: Medicine</b> stop, pain, water, doctor, patient

Week	Term 1	Term 2	Term 3	Term 4
Week 5	<b>Sight words</b> time, came, once, after, because	<b>Sight words</b> what, fast, again, really, would	<b>Sight words</b> box, door, walk, hard, easy	<b>Sight words</b> I've, sun, moon, first, second
	<b>Theme: Home</b> window floor, bed, roof, mat,	<b>Theme: Jews harp</b> bamboo, design, knife, fire, music,	<b>Theme: Games</b> baseball, basketball, netball, soccer, hockey	<b>Theme: Factory</b> manager, machine, uniforms, time, work
Week 6	<b>Sight words</b> some, like, have, out, called	<b>Sight words</b> food, give, this, first, eat	<b>Sight words</b> pull, push, great, never, please	<b>Sight words</b> why, we're, right, think, before
	<b>Theme: Months</b> January, February, March, April, May, June	<b>Theme: The Birthday party</b> dance, present, blow candle, invite	<b>Theme: Independence</b> dancing, singing, stage, people, dressing	<b>Theme: Planets</b> stars, moon, sun mercury, earth,
Week 7	<b>Sight words</b> did, back, school, Saturday, Sunday	<b>Sight words</b> look, feet, family, children, away	<b>Sight words</b> only, red, that's, garden, its	<b>Sight words</b> begin, began, together, someone, suddenly
	<b>Theme: Months</b> July, August, September, October, November, December	<b>Theme: The car</b> free, push, driver, wiper, mirror	<b>Theme: Pit cook- ing</b> stones, fire, leaves steam, food	<b>Theme: Balanced meal</b> protein, protect, energy, meals, water
Week 8	<b>Sight words</b> any, many, live, small, cousin	<b>Sight words</b> old, cry, cried, wanted, women	<b>Sight words</b> Key, take, radio, animal, bottle	<b>Sight words</b> grow, goes, across, tried, village
	<b>Theme: Environment</b> tree, grass, river, ocean, protect	<b>Theme: Rainbow</b> red, orange, yellow, green, blue,	<b>Theme: Aeroplane</b> pilot, cabin crew, exit, seats,	<b>Theme: Chronic disease</b> cough, flu, cancer, malaria, ulcer
Week 9	<b>Sight words</b> made, next, name, too, night	<b>Sight words</b> need, come, wish, come, truck	<b>Sight words</b> read, speak, write, place, where	<b>Sight words</b> under, better, watched, couldn't, breakfast
	<b>Theme: zoo</b> monkey, bird, lion, fence, cages, Gorilla, keeper, fish	<b>Theme: The bell</b> sound, time, work, early, late	<b>Theme: Hotel</b> chef, towel, bed sheets, tray	<b>Theme: The telephone</b> message, call, send, caller, receive

Week	Term 1	Term 2	Term 3	Term 4
Week 10	<b>Sight words</b> was, saw, like, many, they	<b>Sight words</b> really, happy, family, Friday, inside	<b>Sight words</b> know, now, coming, everyone, lived	<b>Sight words</b> each, son, which, think, mother
	<b>Theme: At the market</b> vegetables, stall, fruit, fresh, fish,	<b>Theme: Forest</b> trees, plants, ferns, breadfruit, birds	<b>Theme: Landslide</b> mud, stone, falling, relief, shelter	<b>Theme: Supermarket</b> cashier, groceries, food, shelf, ice-cream

## Spelling Sample Lesson Plans

### Week 1, Lesson 1

**Subject:** English

**Lesson:** Spelling

**Strand:** Writing

**Content Standard:** 3.3.3d

**Objective:** By the end of the lesson, students can spell the given words and use them correctly in sentences.

#### Content

**Knowledge:** Sight words: was, went, the, then, they

Theme words: goodbye, wave, smile, hello, Hi.

**Skills:** Recognising commonly used words by sight and learning spelling strategies.

**Attitudes:** Good manners, respect.

#### Materials

Flash cards.

#### Introduction

List spelling words on the board. Talk about the words and their meanings. Use the words in sentences.

#### Body

- Learn the sight words and greeting words for the week using these strategies;
  - You say/I say/We say strategy
  - Look, say, cover, write, check
- Use the words in sentences. (Refer to a variety of activities in the resource section of this book.)

Example; complete each sentence using these words.

was, went, the, then, they

- Peter walked to \_\_\_\_\_ garden.
- Yesterday she \_\_\_\_\_ swimming in the river.
- \_\_\_\_\_ caught two big fish.
- Mother \_\_\_\_\_ to the market to buy food.
- She drank tea and \_\_\_\_\_ washed the cup.

#### Conclusion

**Spelling quiz:** Mime to show one of this week's theme words:

wave, smile, goodbye, hello or Hi.

Students say the word that best describes the action.

They then correctly spell the word.

#### Assessment

**Assessment Method:** Observing student responses to questions and correcting written sentences.

**Assessment Task:** Match a word to an action that shows greeting. Spelling the word correctly.

**Assessment Criteria:** Correctly matching word and action to show an understanding of each words meaning. Spelling each word correctly.

**Recording Method:** Checklist/Portfolio.

**Week1, lesson 2****Subject:** English**Lesson:** Spelling**Strand:** Writing**Content Standard:** 3.3.3d**Objective:** By the end of the lesson, students can spell the given words and use them correctly in sentences.**Content****Knowledge:** Sight words: was, went, the, then, they

Theme words: goodbye, wave, smile, hello, Hi.

**Skills:** Listening to words dictated and writing them with the correct spelling.**Attitudes:** Appreciate the importance of correct spelling.**Materials**

Papers for dictation.

**Introduction**

In preparation for the dictation test, revise each of the ten words learnt this week. Ask students to say each word in a sentence to remind them of its use and meaning.

**Body**

All students are required to prepare for the dictation.

A total of ten words are to be tested.

Each word is said two times and clearly.

Students then write each word correctly.

1. was
2. they
3. went
4. the
5. then
6. Hi
7. hello
8. smile
9. wave
10. goodbye

**Conclusion**

Read through the dictation list for a third time - one word at a time. Students check their written words.

All students' papers are collected for marking and recording.

**Assessment****Assessment Method:** Spelling test.**Assessment Task:** To correctly spell words dictated by the teacher.**Assessment Criteria:** Correct spelling of words**Recording Method:** Marked and recorded in SAPS.

## Handwriting Weekly Program

Handwriting has been planned as a yearly program. The lesson topics are provided to help you plan your daily lessons. One sample lesson has been done to assist you. Use the lesson samples in the resource section for more ideas.

In Grade 3, you are encouraged to use three-lined margins to practise writing in term 1. Draw an imaginary line between two-lined margins and practise writing in terms 2-4. Remember to stress the importance of the three Ss- size, slope and space.

Week	Term 1	Term 2	Term 3	Term 4
<b>Week 1</b>	Pre-handwriting: Strokes, mobility: Writing between 3-lined spaces: Letter formation and “The trees on the hill are dancing in the wind.”	Letter formation and manuscript sentence: Xx, Qq, Uu “Get the box quickly.”	Modified cursive - upper and lower case: Tt “Little Lana took the toy to school.”	Modified cursive upper and lower case: Oo, Aa, Cc, Ee “Boga has a cat.”
<b>Week 2</b>	Letter formation and manuscript sentence: Ll, li, Tt “Ila and Tom liked to eat tapioca.”	Letter formation and manuscript sentence: Kk, Xx “Do not kick the box.”	Modified cursive - upper and lower case: Uu, Ww “Put the kaukau away.”	Modified cursive upper and lower case: Ss, Xx “The spear hit the spot.”
<b>Week 3</b>	Letter formation and manuscript sentence: Nn, Hh “Nine hens ran to the hut.”	Numeral formation in manuscript: 0,1,2,3,4	Modified cursive - upper and lower case: Ll, Uu, Ww “Look up and watch the bird dance.”	Modified cursive - upper and lower case: Ff, Jj, Gg “Fran got some fruits to make jam.”
<b>Week 4</b>	Letter formation and manuscript sentence: Rr, Mm “Many mud men ran to the river.”	Numeral formation in manuscript: 5,6,7,8,9	Modified cursive - upper and lower case: Ll, Uu, Ww, Nn “Where will Awa be working next week?”	Modified cursive - upper and lower case: Qq, Bb “The girl gave the book to her teacher.”
<b>Week 5</b>	Letter formation and manuscript sentence: Jj, Ff “Fat Jenna ate jam from the jar.”	Date in numeral form in manuscript: 9/6/2016 2/4/2016	Modified cursive - upper and lower case: Nn, Mm “Mother will buy a new mat.”	Modified cursive - upper and lower case: Bb, Hh “The boys had fun playing in the rain.”



Week	Term 1	Term 2	Term 3	Term 4
<b>Week 6</b>	Letter formation and manuscript sentence: Cc, Aa “A cat ran up the tree...”	Date in numeral form in manuscript: 9/6/2016 2/4/2016	Modified cursive - upper and lower case: Mm, Vv “Move over, please.”	Modified cursive - upper and lower case: Hh, Kk “Keni will keep the house clean.”
<b>Week 7</b>	Letter formation and manuscript sentence: Dd, Gg, Ee “Get Ebo to grab the dog.”	Letter and numeral formation and sentence in manuscript: “Today is Monday the 6 <sup>th</sup> of June 2016.”	Modified cursive - upper and lower case: Vv, Rr “The van was red.”	Modified cursive - upper and lower case: Hh, Kk, Pp “Put the knife on your knee.”
<b>Week 8</b>	Letter formation and manuscript sentence: Oo, Pp, Bb “Boris ate pawpaw and banana.”	Patterns for cursive print	Modified cursive - upper and lower case: n, m, v, r, o “Mary moved to Lae”	Modified cursive - upper and lower case: Hh, Kk, Pp, Dd “Henry kicked the poor dog.”
<b>Week 9</b>	Letter formation and manuscript sentence: Vv, Ww, Yy “Varo and Wendy went to the yam house.”	Patterns for cursive print	Modified cursive - upper and lower case: Oo, Aa “The old man walked home.”	Modified cursive - upper and lower case: Dd, Jj, Gg, Zz “Donald sold the puzzle.”
<b>Week 10</b>	Letter formation and manuscript sentence: Ss, Kk, Zz “Sing a song about the lizard that kicks.”	Patterns for cursive print	Modified cursive - upper and lower case: Aa, Cc “Agnes chased the cat.”	Modified cursive - upper and lower case: Jj, Gg, Yy, Gg “Jenny gave a yam to mother.”

## Handwriting Sample Lesson Plan

### Week 1, Lesson 1

**Subject:** English

**Lesson:** Handwriting

**Strand:** Writing

**Content Standard:** 3.3.3

**Objective:** By the end of the lesson, students can correctly form the letters of the alphabet.

### Content

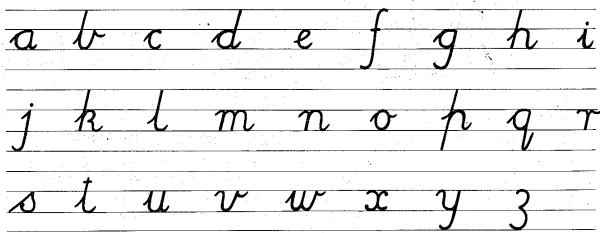
**Knowledge:** Handwriting practice.

**Skills:** Strokes, correct and efficient pencil grip, maintain writing posture, mobility, stabilize paper with non- writing hand, position paper appropriately.

**Attitudes:** Appreciate and build confidence in the art of print.

### Materials

1. Blackboard preparation: Write the handwriting passage below.
2. Strings and rubber bands.



### Introduction

Finger play: Make patterns using strings and rubber bands.

### Body

1. Students practise writing letters of the alphabet.
2. Stress the three Ss - Size, Space and Slope.
3. Write between three lines in their exercise books.

---



---



---



---



---



---



---



---

### Conclusion

Teacher corrects student work.

### Assessment

**Assessment Method:** Observation and correcting student handlettering.

**Assessment Task :** Demonstrate efficient pencil grip, sitting posture, mobility and write the letters of the alphabet.

**Assessment Criteria:** Fluency, neatness and correct formation of letters.

**Recording Method:** Checklist/Portfolio.

## Written Expression Weekly Program

The Written Expression activities listed here are linked to the Oral Expression topics found in the Speaking and Listening section of this Teacher Guide.

A sample lesson plan has been done to assist you. Refer to the resource section for more information about writing processes and descriptions of different text types.

Week	Term 1	Term 2	Term 3	Term 4
Week 1	<b>Theme:</b> Greetings <b>Text Type:</b> Narrative – personal recount	<b>Theme:</b> Places <b>Text Type:</b> Transaction - letter	<b>Theme:</b> Clothing <b>Text type:</b> Information/ Procedure	<b>Theme:</b> Government <b>Text Type:</b> Persuasive - discussion
	<b>Writing:</b> Students write about what they did in the holidays.	<b>Writing:</b> Students write a letter to a friend describing a place that is important to them.	<b>Writing:</b> Students draw and write about clothing for a specific occasion. OR Students write the steps for making a piece of clothing.	<b>Writing:</b> What would you do if you were the Prime Minister of Papua New Guinea?
Week 2	<b>Theme:</b> Family <b>Text Type:</b> Recount - personal experiences	<b>Theme:</b> Harvesting <b>Text Type:</b> Procedural text	<b>Theme:</b> Gardening <b>Text Type:</b> Explanation	<b>Theme:</b> Climate <b>Text Type:</b> Report - information sheet
	<b>Writing:</b> Students write about their family. OR Students write about why family is important.	<b>Writing:</b> Select a local plant or crop and write the steps required for growing and harvesting the plant.	<b>Writing:</b> Students write about work we do in the garden and explain why we do it.	<b>Writing:</b> Students write an information sheet about different weather conditions.
Week 3	<b>Theme:</b> School <b>Text Type:</b> Explanation - brochure	<b>Theme:</b> Feasting <b>Text Type:</b> Narrative	<b>Theme:</b> Fishing <b>Text Type:</b> Poetry	<b>Theme:</b> Hospital <b>Text Type:</b> Report
	<b>Writing:</b> Students write a brochure explaining why school is important.	<b>Writing:</b> Students write a story about a feast or special celebration.	<b>Writing:</b> students write a poem about the sea.	<b>Writing:</b> Students pretend that they are a doctor or nurse and write a report about a patient in hospital.

Week	Term 1	Term 2	Term 3	Term 4
Week 4	<b>Theme:</b> People <b>Text Type:</b> Narrative - description	<b>Theme:</b> Customs <b>Text Type:</b> Information narrative	<b>Theme:</b> Food <b>Text Type:</b> Recount - diary	<b>Theme:</b> Trading <b>Text Type:</b> Information - map
	<b>Writing:</b> Students write describing someone they know.	<b>Writing:</b> Students write about a cultural custom - how people dress and celebrate.	<b>Writing:</b> Students keep a food diary recording the food they eat each day.	<b>Writing:</b> Students draw and label a map that shows what is sold in different sections of the market.
Week 5	<b>Theme:</b> Home <b>Text Type:</b> Recount	<b>Theme:</b> Music <b>Text Type:</b> Narrative – song lyrics	<b>Theme:</b> Sports <b>Text Type:</b> Report	<b>Theme:</b> Business <b>Text Type:</b> Transactional - letter
	<b>Writing:</b> Students write about their home – the building, people, and what home means to them	<b>Writing:</b> Students write the words to a song.	<b>Writing:</b> Students write an information report about a sport explaining what you need, how you play, the skills required, the rules.	<b>Writing:</b> Students write a letter of thanks or complaint to a local business.
Week 6	<b>Theme:</b> Church <b>Text Type:</b> Recount - personal	<b>Theme:</b> Celebration <b>Text Type:</b> Procedural	<b>Theme:</b> Events <b>Text Type:</b> Recount – personal experience	<b>Theme:</b> Space <b>Text Type:</b> Narrative - imaginative
	<b>Writing:</b> Students tell about going to church. OR Students write a prayer.	<b>Writing:</b> Students write a step-by-step plan for a class celebration.	<b>Writing:</b> Students describe an event they have attended.	<b>Writing:</b> Students write a short story imagining that they are an astronaut travelling through space to land on the moon.
Week 7	<b>Theme:</b> Market <b>Text Type:</b> Recount, Procedure	<b>Theme:</b> Transport <b>Text Type:</b> Narrative information	<b>Theme:</b> Cooking <b>Text Type:</b> Procedure - recipe.	<b>Theme:</b> Health <b>Text Type:</b> Procedural – plan
	<b>Writing:</b> Students write the steps from planting a seed to selling food in the market (planting a seed, weeding, watering, picking, packing, selling).	<b>Writing:</b> Students describe and draw one type of transport.	<b>Writing:</b> Students write a recipe.	<b>Writing:</b> Students write a fitness plan for one week of physical activity.

Week	Term 1	Term 2	Term 3	Term 4
Week 8	<b>Theme:</b> Environment <b>Text Type:</b> Persuasion – posters and signs	<b>Theme:</b> Colour <b>Text Type:</b> Narrative – description	<b>Theme:</b> Safety <b>Text Type:</b> Procedural - Drills	<b>Theme:</b> Disease <b>Text Type:</b> Report- newspaper articles
	<b>Writing:</b> Students create a poster telling how we can take care of the environment and why this is important.	<b>Writing:</b> Students write about the colours in a bilum or other traditional craft or design.	<b>Writing:</b> Students write instructions for road safety procedures.	<b>Writing:</b> Students cut and paste articles from newspapers on diseases. They then write a list of things we can do to avoid disease.
Week 9	<b>Theme:</b> Animals <b>Text Type:</b> Narrative	<b>Theme:</b> Communication <b>Text Type:</b> Persuasive - signs	<b>Theme:</b> Furniture <b>Text Type:</b> Information, Procedure	<b>Theme:</b> Holiday <b>Text Type:</b> Narrative information
	<b>Writing:</b> Students write a story told from the point of view of an animal, e.g. a dog and a child go on an adventure or a bulldozer is about to destroy a wallaby's home.	<b>Writing:</b> Students make signs to communicate messages about road safety.	<b>Writing:</b> Students write instructions on how to make a bench, table or other piece of furniture.	<b>Writing:</b> Students write about the meaning of Christmas.
Week 10	<b>Theme:</b> Plants <b>Text Type:</b> Information - Report	<b>Theme:</b> Body Parts <b>Text Type:</b> Information	<b>Theme:</b> Disasters <b>Text Type:</b> Narrative - story	<b>Theme:</b> Media <b>Text Type:</b> Report – newspaper article
	<b>Writing:</b> Students write a report describing how a seed changes and grows to become a plant.	<b>Writing:</b> Students create information texts telling things we need to do to look after our bodies.	<b>Writing:</b> Students write a story imagining that they are in a big storm.	<b>Writing:</b> Students write a news report about something that has happened in their village, town or city.

## Written Expression Sample Lesson Plan

### Week 1, Lesson 1

**Subject:** English

**Lesson:** Written Expression

**Strand:** Writing

**Content Standard:** 3.3.2a

**Objective:** By the end of the lesson the students will be able to write a short story using the writing process.

### Content

**Knowledge:** Story structure, punctuation, language use, writing processes.

**Skills:** Writing processes including structuring a story and handwriting skills.

**Attitudes:** Build confidence in writing a story in English.

### Materials

Charts for group work

### Introduction

Talk with students about what they did during their holidays.

Encourage them to recall and share an experience that would make a good story.

### Body

1. Explain the writing process (described in detail in the Resource section of this book):
  - Brainstorming (ideas for the story)
  - Planning (how to structure the story)
  - Writing
  - Edit (check that the writing makes sense)
  - Proofread (correct any mistakes in spelling, grammar – including punctuation)
  - Rewrite and add pictures
  - Publish (present the final work)
2. Students start writing their story using the writing process:
  - Write the title of the story
  - Plan out the main parts of the story (introduction, body, conclusion)
  - Write up the first draft following the plan
  - Teacher and student edit (or check) the first draft
  - Write second draft
  - Teacher and student proofread to check the spelling, grammar and punctuation.
  - Write final draft and draw pictures if required
  - Publish the work.

### Conclusion

Create a classroom display. Students read each other's work.

### Assessment

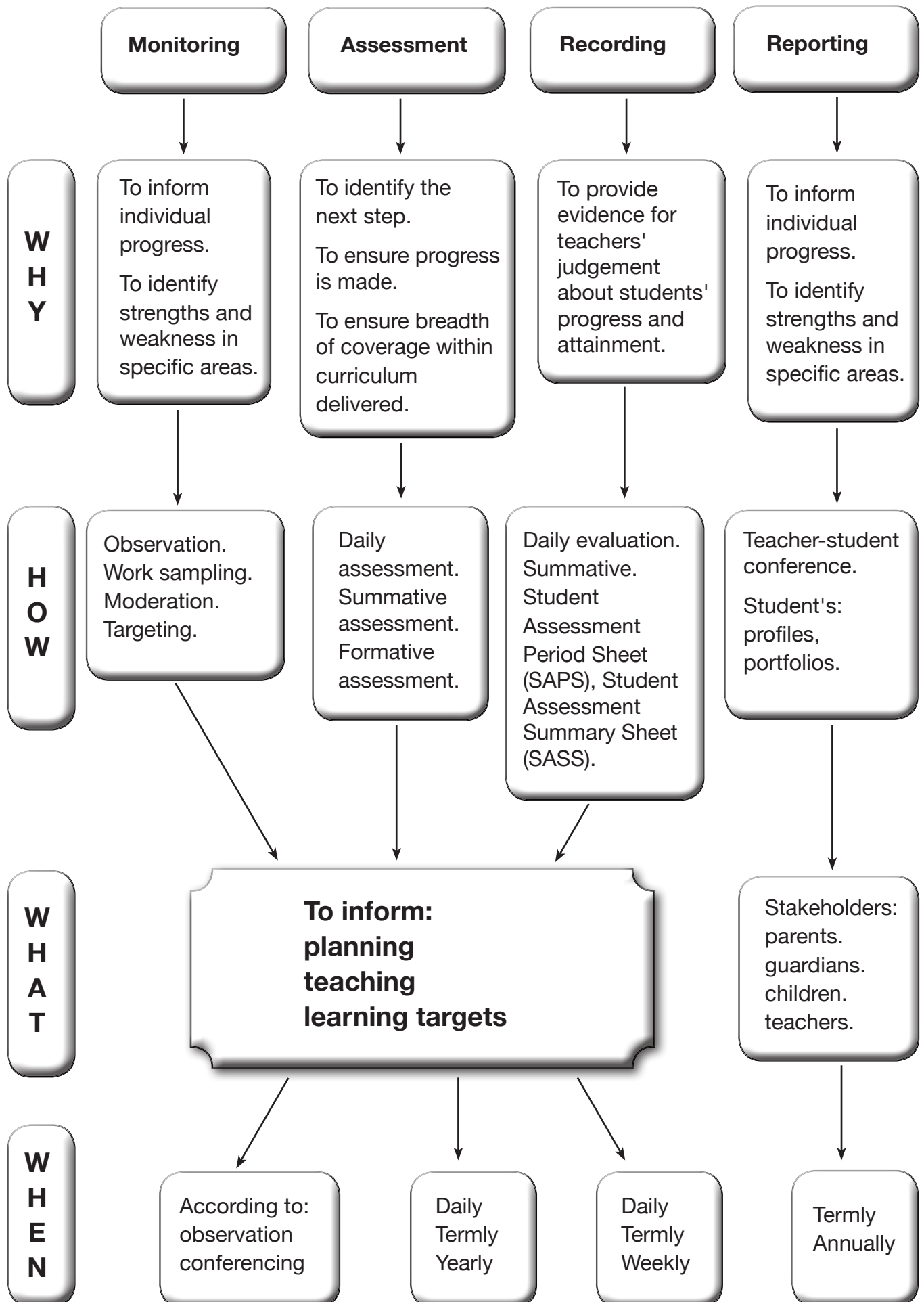
**Assessment Method:** Observations of a student's ability to follow the writing process. Marking the final written work.

**Assessment Task:** Write a text following the writing process.

**Assessment Criteria:** A student's ability to plan, write and check a written piece of writing.

**Recording Method:** Checklist/Portfolio.

# Assessment and Reporting



## Assessment Overview: Grade 3

Strand	Unit	Content Standard	Assessment Tasks
<b>1. Speaking and Listening</b>	Listening	3.1.1a	<ul style="list-style-type: none"> <li>Retell stories in sequence using correct grammar and vocabulary</li> <li>Listening comprehension test</li> </ul>
		3.1.1b	<ul style="list-style-type: none"> <li>Listen and carry out instructions</li> <li>Listen and relay oral messages accurately</li> <li>Listen and identify parts of speech in spoken text</li> </ul>
	Talking	3.1.2a	<ul style="list-style-type: none"> <li>Give a three step oral instructions</li> <li>Present messages from visual or audio presentation</li> </ul>
		3.1.2b	<ul style="list-style-type: none"> <li>Create statement sentences using correct grammar</li> </ul>
	Oral Expression	3.1.3a	<ul style="list-style-type: none"> <li>Tell a short story based on personal experience using correct grammar, text structure and vocabulary</li> </ul>
		3.1.3b	<ul style="list-style-type: none"> <li>Participate in role play using appropriate language and gesture</li> <li>Participate in role play to show good manners in verbal and non-verbal communication</li> </ul>
<b>2. Reading</b>	Phonemic Awareness	3.2.1	<ul style="list-style-type: none"> <li>Identify beginning, middle and ending sounds of words</li> </ul>
	Phonics	3.2.2	<ul style="list-style-type: none"> <li>Say sound of letters correctly</li> <li>Apply phonic knowledge to read unknown words</li> </ul>
	Vocabulary	3.2.3	<ul style="list-style-type: none"> <li>Read a list of sight words correctly in certain time limit</li> <li>Use sight words in sentences correctly</li> </ul>
	Fluency	3.2.4	<ul style="list-style-type: none"> <li>Read high frequency words accurately and fluently within a time limit</li> </ul>
	Comprehension	3.2.5a	<ul style="list-style-type: none"> <li>Write short descriptions of animals and characters in the story</li> <li>Answer questions correctly</li> </ul>
		3.2.5b	<ul style="list-style-type: none"> <li>Write a book report</li> </ul>
3.2.5c		<ul style="list-style-type: none"> <li>Write character profiles from the text type</li> <li>Present an oral and written book review using correct grammar and vocabulary</li> </ul>	



Strand	Unit	Content Standard	Assessment Tasks
3. Writing	Handwriting	3.3.1a	<ul style="list-style-type: none"> <li>Write in print script a row of upper and lower case letters neatly</li> <li>Correct letter formation and spacing between letters and words</li> </ul>
		3.3.1b	<ul style="list-style-type: none"> <li>Write a sentence in cursive script observing correct letter-word formation and spacing</li> </ul>
	Written Expression	3.3.2a	<ul style="list-style-type: none"> <li>Plan an appropriate strategy and organized the main ideas in the writing process and attached this to the final product as evidence</li> </ul>
		3.3.2b	<ul style="list-style-type: none"> <li>Write invitation card using appropriate language and grammar</li> </ul>
	Grammar and spelling	3.3.3a	<ul style="list-style-type: none"> <li>Edit sentences by making necessary changes using tenses</li> </ul>
		3.3.3b	<ul style="list-style-type: none"> <li>Edit a text and apply appropriate punctuations</li> </ul>
		3.3.3c	<ul style="list-style-type: none"> <li>Create appropriate sentences using vocabulary and concepts from other curriculum areas</li> </ul>
		3.3.3d	<ul style="list-style-type: none"> <li>Write spelling words dictated by correctly</li> <li>Filling in space with correct spelling.</li> </ul>

## Assessment Criteria and Weighting Sample

Teachers are encouraged to use the prescribed assessment tasks, and plan assessment according to the defined instructional programs to evaluate students learning in line with the Curriculum Content Standards. If students have not demonstrated competent mastery of skills, assessment task results will guide teacher plans for intervention and enrichment.

The table below shows the weighting of marks awarded for each Strand throughout the year. You are expected to draw from the 'Assessment Criteria and Weighting' above to write your Term Assessment Tasks. Use a variety of assessment methods as suggested in the sample below.

Strand	Term 1	Term 2	Term 3	Term 4
Speaking & Listening	30	30	30	30
Reading	30	30	30	30
Writing	40	40	40	40
Total	100	100	100	100

## Strand 1: Speaking and Listening

### Assessment Criteria and Weighting Sample

These guidelines are intended to assist teachers in planning the Speaking and Listening strand. The Assessment Tasks are a guide to help you plan.

Unit	Assessment Task	Criteria
Listening Comprehension	<p><b>3.1.1a</b> Retell in sequence a teacher-read story, clearly and confidently using correct grammar and vocabulary.</p>	<p><b>Set Criteria</b> Demonstrate understanding by knowing or using:</p> <ol style="list-style-type: none"> <li>1. Sequence of events</li> <li>2. Main ideas</li> <li>3. Correct grammar</li> <li>4. Correct vocabulary.</li> </ol> <p style="text-align: right;"><b>5 marks</b></p>
	<p><b>3.1.1b</b> Listen to, and relay, oral messages correctly. Example:</p> <ol style="list-style-type: none"> <li>1. Find a pencil and paper.</li> <li>2. Write your name at the top of the paper.</li> <li>3. Write the numbers 1- 5, one per line.</li> <li>4. Draw five circles beside # 1.</li> <li>5. Put an x next to the second and fourth circles.</li> </ol>	<p>Demonstrated understanding by following instructions.</p> <p style="text-align: right;"><b>5 marks</b></p>
Talking	<p><b>3.1.2a</b> Give 3 step oral instructions correctly. Example:</p> <ol style="list-style-type: none"> <li>1. Place your items on the scale.</li> <li>2. Select your chosen food items.</li> <li>3. Collect label (receipt)</li> </ol>	<p><b>Set Criteria</b> Demonstrate understanding of simple Instructions.</p> <p style="text-align: right;"><b>5 marks</b></p>
	<p><b>3.1.2b</b> Create statements, questions, commands and exclamatory sentences using grammatically correct sentences.</p>	<p>Correct order of words Uses correct grammatical structures</p> <p style="text-align: right;"><b>5 marks</b></p>

<b>Oral Expression</b>	<p><b>3.1.3a</b> Tell a short story based on personal experience using correct grammar, structure and vocabulary. or. Present a 3 minute talk on a class topic using specific vocabulary for different audiences.</p>	<p><b>Set Criteria</b> Short talk/personal experience / report</p> <ol style="list-style-type: none"> <li>1. Clarity</li> <li>2. Main ideas</li> <li>3. Appropriate grammar</li> <li>4. Confident</li> <li>5. Visual aids</li> </ol> <p style="text-align: right;"><b>5 marks</b></p>
	<p><b>3.1.3b</b> Select a regular activity from the community and explain what they like or don't like about that event using appropriate vocabulary and body gestures.</p>	<p>Confidence in speaking Using correct oral sentence structure Logical talking order.</p> <p style="text-align: right;"><b>5 marks</b></p>

## Unpacking an Assessment Task Sample

### Strand 1: Speaking and Listening

#### Curriculum Content Standard:

- 3.1.1a Listen for information from a range of oral text types for different purposes and audiences on familiar topics, and respond appropriately.

#### Performance Standards:

- Listen to stories for meaning and pleasure and respond appropriately.
- Listen attentively to interpret implied information.
- Listen to and organise ideas chronologically.
- Listen to teacher-read stories and respond correctly to what, when, where, who and how questions.

#### Assessment Task 1: Retell a story in sequence

- Read the story Cinderella to students.
- Students retell the story in correct sequence.
- Write the story events in the incorrect order on the board. Read to students. Students re-tell the story events in correct order.

#### Assessment Task 2: Listen to the teacher read stories and respond correctly to what, when, where, who and how questions.

- Read the story Cinderella to the class. Ask questions to test listening comprehension.
  - Who did Cinderella live with?
  - Name the jobs Cinderella did at home?
  - What animals become horses to pull the coach?
  - When did Cinderella leave the ballroom?
  - Did the slippers fit Cinderella? What happen next?

## A sample of a Narrative story

Title: Cinderella



## Story

Once upon a time, there was a young girl called Cinderella. She lived with her stepmother and her two stepsisters. Her stepmother and sisters were conceited and bad tempered. They treated Cinderella very badly. Her stepmother made Cinderella do the hardest work in the house; such as scrubbing the floor, cleaning the pots and pans, and preparing food for the family. The two stepsisters on the other hand, did not work about the house. Their mother gave them many handsome dresses to wear.

One day, the two stepsisters received an invitation to the ball that the king's son was going to give in the palace. They were excited about this and spent so much time choosing the dresses they were to wear. At last the day of the ball came, and away went the sisters to the ball. Cinderella could not help crying after they left.

"Why are you crying, Cinderella?" a voice asked. She looked up and saw her fairy godmother standing beside her, "because I want so much to go the ball", said Cinderella. "Well", said god mother, "you have been such a cheerfull, hard working, uncomplaining girl that I am going to see that you do go to the ball". Magically, the fairy godmother changed a pumpkin into a fine coach and mice into a coachman and two footmen. Her godmother tapped Cinderella's ragged dress with her wand, and it became a beautifull ball gown. Then she gave her a pair of pretty glass slippers. "Now, Cinderella," she said. "You must leave before midnight". Then away Cinderella drove in her beautiful coach.

Cinderella was having a wonderfully good time. She danced again and again with the king's son. Suddenly the clock began to strike twelve. Cinderella ran toward the door as quickly as she could. In a hurry, one of her glass slippers was left behind.

A few days later, the king's son proclaimed that he would marry the girl whose foot fitted the glass slipper. Her step sisters tried on the slipper but it was too small for them, no matter how hard they squeezed their toes into it. In the end, the king's page let Cinderella try on the slipper. She stuck out her foot and the page slip the slipper on. It fitted perfectly.

Finally, she was driven to the palace. The king's son was overjoyed to see her again. They were married and lived happily ever after.

*Atlantica Sansdro Calvesidor blog: Cenerentolamodena.*

## Strand 2: Reading

### Assessment - Reading

Teachers should use daily classroom activities to observe their students during reading lessons. Teachers should observe and listen to students as they take part in the reading activities.

A Reading Skills Checklist can be found on page 77; this can be used to monitor students' attainment of basic skills.

Formal tests can also be used to provide teachers with more detailed information about individual student's progress. Design tests that are easy to use and simple to mark and then copy them. These tests should assess whether the students have learnt and can apply the reading skills they have been taught.

### Assessment - Phonemic Awareness

**Note:** These are oral tests. Do not show the words to students.

#### Part A: Beginning sounds

Say a word and ask the students to tell you the first sound they hear in the word.

	Correct	Incorrect / no response
1. What is the first sound in the word <b>van</b> ?		
2. What is the first sound in the word <b>sugar</b> ?		
3. What is the first sound in the word <b>centre</b> ?		
4. What is the first sound in the word <b>eight</b> ?		

#### Part B: Middle sounds

Say a word and ask the students to tell you the middle sound they hear in the word.

	Correct	Incorrect / no response
1. What is the middle sound in the word <b>goat</b> ?		
2. What is the middle sound in the word <b>kite</b> ?		
3. What is the middle sound in the word <b>cute</b> ?		
4. What is the middle sound in the word <b>house</b> ?		

**Part C: End sounds**

Say a word and ask the students to tell you the end sound they hear in the word.

	<b>Correct</b>	<b>Incorrect / no response</b>
1. What is the last sound in the word <b>cow</b> ?		
2. What is the last sound in the word <b>boy</b> ?		
3. What is the last sound in the word <b>puppy</b> ?		
4. What is the last sound in the word <b>hair</b> ?		



## Assessment - Phonics

### Part 1 – Letter Sound Knowledge

Write words for testing on the board.

Students copy the words from the board.

Students read the first word. (miss)

Ask: *What sound can you hear at the end of the word? (/s/).*

Ask: *What letters are used to write the sound /s/ in the word miss? (ss)*

Repeat for all words.

**Note:** Record students' scores on a recording sheet.

Students say the word		Ask: What sound can you hear?	Ask: Which letters show the sound?	Correct response	Incorrect/no response
1.	miss	at the end of the word? (sound /s/)	ss		
2.	bigger	In the middle of the word? (/g/)	gg		
3.	full	at the end of the word? (/l/)	ll		
4.	what	at the beginning of the word? (/w/)	wh		
5.	Christmas	at the beginning of the word? (/ch/)	ch		
6.	shell	at the beginning of the word? (/sh/)	sh		
7.	July	at the end of the word? (/ie/)	y		
8.	strange	at the end of the word? (/j/)	ge		
9.	phonics	at the beginning of the word? (/f/)	ph		
10.	rough	at the end of the word? (/f/)	gh		
11.	book	In the middle of the word? (/oo/)	oo		
12.	sky	at the end of the word? (/ie/)	y		

## Assessment - Reading Fluency

### Oral Reading

Say to the student: *Here is a short story. Read it aloud. When you have finished reading the story I will ask you some questions about what you have read. Do you understand what you have to do?*

Note for teachers:

- Count self-corrected words as correct.
- Stay quiet when the student is reading.
- If the child pauses for more than three seconds, tell them to move on to the next word.
- If the child is clearly struggling to read the story, stop the assessment and thank them for their effort.

### The Soccer Grand Final

It was a big day for John's school.

The school soccer team was playing in the grand final in town.

Many people arrived early at the soccer field to watch the game.

There was a lot of noise from the supporters of the two teams.

It was a hard game but John's team won the grand final!

## Assessment - Comprehension

When the student has finished reading, ask questions about the text.

**Note:** Do not ask the questions if the student was clearly struggling to read the text or the assessment was stopped early.

- Where did the team play the grand final? (at the soccer field; in town)
- Who came to watch the game? (people)
- Why did the supporters make a lot of noise? (because they were cheering for their team to win)
- Which team won the grand final? (John's team)

*(Reading Skills Checklist on next page)*

Tick when your students have achieved the Knowledge, Skills and Attitudes shown in the table.

Reading Skills Checklist								
Student name	Hear, recognise and use the most common English sounds	Identify beginning, middle and end sounds in spoken words	Use letter sound knowledge to sound out words	Recognise common English words by sight	Read simple texts with increasing speed, accuracy and expression	Respond to literal questions about stories read in class	Read and discuss a text with a partner	Comments
Mary	✓	✓	✓	✓	✓	✓	✓	Mary has made good progress and is able to read short stories in class.
John								

## Strand 3: Writing

### Assessment – Written Expression

Example

**Text Type:** Information Description text

**Purpose:** An information description text describes the features of a particular object, person or an event. The description can be factual or imaginary.

#### Structure:

- Introduction about the subject that is to be described.
- Series of sentences to describe features of the subject.
- Conclusion- general final statement about the subject.

#### Grammar Features

- Use of nouns and adjectives.
- Use of noun groups, for example, the black, hairy, creepy spider.
- Use of action verbs to describe subject, usually in the present tense.
- Use of adverbs to add depth to description.
- Use of figurative language to add an element of excitement and imagination to the subject.

Text Structure	Reading Text	Grammar Features
Description: Imaginary character	<p style="text-align: center;"><b>Mookie</b></p> <p>This character's name is Mookie. It has a fat head, big bulgy eyes with long eyelashes, a pig- like nose and a wide mouth with a silly grin. On its enormous ears it has long, dangling ear rings with coils. It has a round stomach with a little belly button, four stubby arms and two stubby legs. It loves to dance all night to rock music.</p>	<p>Use of nouns that refer to a particular thing (i.e. not general) Pronouns used to track the subject, for example <i>it</i>.</p> <p>Use of adjectives, for example, <i>big, silly, round, stubby</i>.</p> <p>Detailed noun groups used to build up the description, for example, <i>long, dangling earrings with coils</i>.</p> <p>Use of relating verbs, for example, <i>are, has</i>.</p> <p>Use of feeling verbs, for example, <i>loves</i>.</p> <p>Use of adverbial phrases, for example, <i>all night</i>.</p>

**Task 1:** Students write a short description of a familiar person or thing, real or imagined. Assess students' written description using the writing rubric below.

Writing Rubric		
Score	Description	
5	Exceeds expectation	<ul style="list-style-type: none"> <li>• Excellent layout of writing.</li> <li>• Very good topic and well-formed sentences.</li> <li>• Excellent use of nouns, pronouns, adjectives and adverbs.</li> <li>• Correct use of punctuation.</li> <li>• Legible and neat handwriting.</li> </ul>
4	Meets expectations	<ul style="list-style-type: none"> <li>• Clear layout of writing.</li> <li>• Good topic and well- formed sentences.</li> <li>• Very good use of nouns, pronouns, adjectives and adverbs.</li> <li>• Correct use of punctuation.</li> <li>• Legible and neat handwriting</li> </ul>
3	Near expectations	<ul style="list-style-type: none"> <li>• Clear layout of writing.</li> <li>• Suitable topic and well-structured sentences.</li> <li>• Good use of nouns, pronouns, adjectives and adverbs.</li> <li>• Mostly correct use of punctuation.</li> <li>• Legible and neat handwriting.</li> </ul>
2	Below expectations	<ul style="list-style-type: none"> <li>• No clear layout of writing.</li> <li>• Unclear topic and poorly formed sentences.</li> <li>• Poor use of nouns, pronouns, adjectives and adverbs.</li> <li>• Poor use of punctuation.</li> <li>• Legible handwriting.</li> </ul>
1	Well below expectations	<ul style="list-style-type: none"> <li>• Poor layout of writing.</li> <li>• No topic and poorly formed sentences.</li> <li>• Poor use of nouns, pronouns, adjectives and adverbs.</li> <li>• Very poor use of punctuation.</li> <li>• Illegible handwriting.</li> </ul>
0	Not acceptable	<ul style="list-style-type: none"> <li>• Very poor layout of writing,</li> <li>• No topic and incorrectly formed sentences.</li> <li>• Incorrect use of nouns, pronouns, adjectives and adverbs.</li> <li>• No use of punctuation.</li> <li>• Illegible and messy hand writing.</li> </ul>

**Task 2: Recount: Holiday experiences**

Students write a recount of what they did over the holidays. Students use the 5 stages of writing to complete the task. Assess students' writing by completing the table below.

<b>Written Expression – Assessment rubric</b>				
	<b>Poor</b>	<b>Developing</b>	<b>Very good</b>	<b>Marks</b>
<p><b>Planning</b></p> <p><b>1.</b> Adequate brainstorming to create strong ideas</p> <p><b>2.</b> Ideas organized to create a clear topic, main sentence, supporting sentences Narrative has a beginning, middle and end</p>				<b>2 marks</b>
<p><b>Writing</b></p> <p><b>3.</b> Logically written first draft Appropriate setting, characters and logical sequence of events Clear presentation of ideas Correct grammar Correct punctuation</p> <p><b>4.</b> The first draft has been checked (edited). Sentences checked Spelling corrected Draft rewritten</p>				<b>4 marks</b>
<p><b>Publishing - Presentation</b></p> <p><b>5.</b> Final copy written Proof read and neatly presented Spelling checked Illustrations</p>				<b>4 marks</b>
<b>Overall marks</b>	Planning 2 marks	Writing 4 marks	Presentation 4 marks	<b>10 marks</b>

## Recording and Reporting

Teachers must keep accurate records of student achievement and learning.

### Sample recording of students achievements

English Grade: 3 Term: 1      Year: 2018											
Strands	Speaking and Listening			Reading			Writing				
Content Standards											
	Talking	Listening Comprehension	Oral Expression	Reading	Comprehension	Phonics	Written Sentences Grammar	Handwriting	Written Expression	Spelling	TOTAL
Student Name	10	10	10	10	10	10	10	10	10	10	100

The primary purpose of assessment, evaluation and reporting is to improve student learning. An effective program of assessment, evaluation and reporting will help create the conditions necessary to achieve the standards and Benchmarks set out in the SBC Syllabus.

Simply stated, assessment, evaluation and reporting practices have a dual purpose: on the one hand, they serve as mechanisms to record student learning; on the other hand, they serve to measure the effectiveness of teaching activities.

This also helps us communicate with the stakeholders (parents, guardians, school administration) about the student's progress in learning.

## Sample Report Card

Any student who scores in the range of 85-100% is awarded an A grade. Similarly a B grade is awarded for a score ranging from 70-84%, C grade for score ranging from 50-69% and so on (refer to the table)

School:	Grade:	Class:	Term:	Year:
Student:				
Explanation of achievement rating to demonstrate the acquisition of knowledge, skills, attitudes, values in the subjects' content taught for the grade level.				
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
(85–100)%	(70–84)%	(50–69)%	(20–49)%	(0–19)%
Very High Achievement	High Achievement	Satisfactory	Low Achievement	Below Minimum Standards
<b>Academic Subjects</b>	<b>Marks Attained</b>	<b>Percentage</b>	<b>Grading</b>	<b>Comments</b>
English				
Mathematics				
Science				
Social Science				
Personal Development				
Health				
Physical Education				
Arts				
<b>Benchmarks</b>				
<b>Life Skills - Social And Emotional Development</b>				
Accepts responsibility for own behavior				
Follows class and school rules				
Cooperates well with others and is a team player				
Considers others in decisions made				
Negotiates and is peaceful in conflicts				
<b>Attendance</b>				
Unexplained absence				
Excused absence				
Late to school				
<b>Class Teacher's Comments</b>				
<b>Head Teacher's Comments</b>				
<b>Signed</b>				
Student	Parent /Guardian	Class Teacher	Head Teacher	



# Resources

<b>Speaking and Listening</b>	<b>92</b>
1. Rhymes and poems for listening	92
2. Stories for listening	96
3. Listening games	132
<b>Reading</b>	<b>147</b>
1. Essential Reading Skills	147
2. Text types	148
3. The Reading Process	150
• Guided reading	150
• Paired reading	151
• After reading	151
4. Phonics	153
• Sounds and Graphemes chart	153
• Phonics terms	154
<b>Writing</b>	<b>156</b>
1. Processes in Writing	156
2. Sentences	157
• Types of sentences	157
• Sentence structures	158
• Parts of a sentence	159
3. Parts of speech	160
4. Tenses	161
5. Punctuation	162
6. Figurative language	163
7. Spelling and Dictation activities	165
<b>Glossary of Reading and English Language Terms</b>	<b>168</b>
<b>Appendices</b>	<b>175</b>
1. Lesson Plan Template	175
2. Sample English Timetable	176

## Speaking and Listening

### 1. Rhymes and Poems for Listening

#### Mary, Mary, Quite Contrary

Mary, Mary quite contrary,  
How does your garden grow?  
With silver bells and cockle shells,  
And pretty maids all in a row.

#### Jack and Jill

Jack and Jill went up the hill  
To fetch a pail of water;  
Jack fell down and broke his crown,  
And Jill came tumbling after.

#### Three Blind Mice

Three blind mice, three blind mice,  
See how they run! See how they run!  
They all ran after the farmer's wife,  
Who cut off their tails with a carving knife,  
Did you ever see such a sight in your life  
As three blind mice?

#### Pat-A-Cake

Pat-a-cake, pat-a-cake, baker's man,  
Bake me a cake as fast as you can;  
Pat it and prick it, and mark it with T,  
Put it in the oven for Tommy and me.

#### Little Jack Horner

Little Jack Horner sat in the corner,  
Eating his Christmas pie;  
He put in his thumb,  
And pulled out a plum,  
And said, "What a good boy am I!"

#### Little Bo-Peep

Little Bo-Peep has lost her sheep,  
And can't tell where to find them;  
Leave them alone,  
And they'll come home,  
And bring their tails behind them.

#### Little Boy Blue

Little Boy Blue, come, blow your horn!  
The sheep's in the meadow,  
the cow's in the corn.  
Where's the little boy that looks after the  
sheep?  
Under the haystack, fast asleep!

#### Robin Redbreast

Little Robin Redbreast sat upon a tree,  
Up went Pussy-Cat, down went he,  
Down came Pussy-Cat, away Robin ran,  
Says little Robin Redbreast: Catch me if you  
can!

#### Humpty Dumpty

Humpty Dumpty sat on a wall,  
Humpty Dumpty had a great fall;  
All the king's horses and all the king's men  
Couldn't put Humpty Dumpty together again.

#### One, Two, Three

One, two, three, four, five,  
Once I caught a fish alive.  
Six, seven, eight, nine, ten,  
But I let it go again.

#### Old Mother Hubbard

Old Mother Hubbard went to the cupboard  
To give her poor dog a bone;  
But when she got there  
The cupboard was bare,  
And so the poor dog had none.

#### Jack Sprat

Jack Sprat could eat no fat,  
His wife could eat no lean;  
And so, betwixt them both,  
They licked the platter clean.

#### Two Pigeons

I had two pigeons bright and gay,  
They flew from me the other day.  
What was the reason they did go?  
I cannot tell, for I do not know.

#### Baa, Baa, Black Sheep

Baa, baa black sheep, have you any wool?  
Yes, marry, have I, three bags full;  
One for my master and one for my dame,  
And one for the little boy who lives in the lane.

#### The Cat and the Fiddle

Hey, diddle, diddle! The cat and the fiddle,  
The cow jumped over the moon;  
The little dog laughed to see such sport,  
And the dish ran away with the spoon.

**Sing a Song of Sixpence**

Sing a song of sixpence,  
A pocket full of rye;  
Four-and-twenty blackbirds  
Baked in a pie!  
When the pie was opened,  
The birds began to sing.  
Wasn't that a dainty dish  
To set before a king?

**Jack**

Jack be nimble,  
Jack be quick,  
Jack jump over  
The candlestick

**To Market**

To market, to market, to buy a fat pig,  
Home again, home again, jiggety jig.  
To market, to market, to buy a fat hog,  
Home again, home again, jiggety jog.

**Hush-A-Bye**

Rock-a-bye baby, on the tree top!  
When the wind blows, the cradle will rock;  
When the bough breaks, the cradle will fall;  
Down will come baby, cradle and all.

**Christmas**

Christmas comes but once a year,  
And when it comes it brings good cheer.

**Georgy Porgy**

Georgy Porgy, pudding and pie,  
Kissed the girls and made them cry.  
When the boys came out to play,  
Georgy Porgy ran away.

**Hickory, Dickory Dock**

Hickory, dickory dock!  
The mouse ran up the clock;  
The clock struck one,  
And down he run,  
Hickory, dickory, dock!

**Eencey Weency Spider**

Eencey weency spider climbed up the water  
spout;  
Down came the rain and washed the spider  
out.  
Out came the sun and dried up all the rain;  
And the Eencey weency spider climbed up

the spout again.

**Little Miss Muffet**

Little Miss Muffet sat on a tuffet,  
Eating her curds and whey;  
Along came a spider,  
Who sat down beside her  
And frightened Miss Muffet away.

**Mary had a Little Lamb**

Mary had a little lamb  
Whose fleece was white as snow,  
And everywhere that Mary went  
The Lamb was sure to go.

**Fears and Tears**

Tommy's tears and Mary's fears  
Will make them old before their years.

**One, Two, Buckle my Shoe**

One, two, Buckle my shoe;  
Three, four, Knock at the door;  
Five, six, Pick up sticks;  
Seven eight, Lay them straight;  
Nine, ten, A good, fat hen.

**The Pumpkin-Eater**

Peter, Peter, pumpkin-eater,  
Had a wife and couldn't keep her;  
He put her in a pumpkin shell  
And there he kept her very well.

**Pease Porridge**

Pease porridge hot, pease porridge cold,  
Pease porridge in the pot nine days old.  
Some like it hot, some like it cold,  
Some like it in the pot nine days old.

**The Crooked Sixpence**

There was a crooked man,  
And he went a crooked mile,  
He found a crooked sixpence  
Against a crooked stile;  
He bought a crooked cat,  
Which caught a crooked mouse,  
And they all lived together  
In a little crooked house.

**Peter Piper**

Peter Piper picked a peck of pickled peppers;  
 A peck of pickled peppers Peter Piper picked.  
 If Peter Piper picked a peck of pickled  
 peppers,  
 Where's the peck of pickled peppers Peter  
 Piper picked?

**One to Ten**

1, 2, 3, 4, 5!  
 Once I caught a fish alive;  
 6, 7, 8, 9, 10!  
 Then I let it go again.  
 Why did you let it go?  
 Because it bit my finger so.  
 Which finger did it bite?  
 This little finger on the right.

**Yankee Doodle**

Yankee Doodle came to town,  
 Riding on a pony;  
 Stuck a feather in his cap  
 And called it macaroni.

**Twinkle, Twinkle, Little Star**

Twinkle, twinkle, little star,  
 How I wonder what you are!  
 Up above the world so high,  
 Like a diamond in the sky.

**Bye, Baby Bunting**

Bye, baby bunting,  
 Daddy's gone a-hunting,  
 Gone to get a rabbit skin  
 To wrap a baby bunting in.

**Five Little Monkeys**

Five little monkeys, jumping on the bed.  
 One fell off and broke his head.  
 Mama called the doctor and the doctor said,  
 No more monkeys jumping on the bed!

**I'm a Little Teapot**

I'm a little teapot short and stout,  
 Here is my handle, here is my spout.  
 When I get my steam up, hear me shout,  
 Just tip me over, pour me out.

**With my Little Broom**

With my little broom I sweep, sweep, sweep;  
 On my little toes I creep, creep, creep.  
 With my little eyes I peep, peep, peep;

On my little bed I sleep, sleep, sleep.

**Rain, Rain**

Rain, rain, go away,  
 Come again another day.  
 Little Suzy wants to play.  
 Rain, rain, go away.

**Rub-A-Dub-Dub**

Rub-a-dub-dub, three men in a tub,  
 And who do you think were there?  
 The butcher, the baker, the candlestick maker,  
 And all had come from the fair.

**Roses are Red**

Roses are red,  
 Violets are blue,  
 Sugar is sweet,  
 And so are you!

**What are Little Boys made of?**

What are little boys made of?  
 What are little boys made of?  
 Frogs and snails, and puppy-dogs' tails;  
 That's what little boys are made of.

What are little girls made of?

What are little girls made of?  
 Sugar and spice, and all things nice;  
 That's what little girls are made of.

**There was an Old Woman**

There was an old woman  
 who lived in a shoe,  
 She had so many children  
 she didn't know what to do;  
 She gave them some broth  
 without any bread,  
 And whipped them all soundly  
 and put them to bed.

**Old King Cole**

Old King Cole was a merry old soul,  
 And a merry old soul was he;  
 He called for his pipe,  
 And he called for his bowl,  
 And he called for his fiddlers three.

**Where, oh Where**

Oh where, oh where has my little dog gone?  
 O where, oh where can he be?  
 With his ears cut short and his tail cut long,  
 Oh where oh where can he be?

**The Queen of Hearts**

The queen of hearts, she made some tarts,  
 All on a summer's day;  
 The Knave of Hearts, he stole those tarts,  
 And took them clean away.

**This Little Pig went to Market**

This little pig went to market,  
 This little pig stayed home,  
 This little pig had roast beef,  
 This little pig had none,  
 And this little pig cried, "Wee, wee, wee!"  
 All the way home.

**Star Light, Star Bright**

Star light, star bright,  
 First star I see tonight.  
 I wish I may, I wish I might,  
 Have the wish I wish tonight.

**Ring around a Rosie**

Ring around a rosie,  
 Pocket full of posie,  
 Ashes, ashes,  
 We all fall down!

**Little Boy Blue**

Little boy blue, come blow your horn,  
 The sheep's in the meadow, the cow's in the corn.  
 Where is the boy that looks after the sheep?  
 He's under the haystack, fast asleep.  
 Will you wake him? No, not I;  
 For if I do, he's sure to cry.

**Once I saw a Little Bird**

Once I saw a little bird  
 Come hop, hop, hop;  
 So I cried, Little bird,  
 Will you stop, stop, stop?  
 And was going to the window  
 To say, How do you do?  
 But he shook his little tail,  
 And far away flew.

**Hickety Pickety my Black Hen**

Hickety Pickety my black hen,  
 She lays eggs for gentlemen.  
 Sometimes 9 and sometimes 10.  
 Hickety Pickety, my black hen.

**Higglety, Pigglety, Pop!**

Higgledy, higgledy, pop!  
 The dog has eaten the mop;  
 The pig's in a hurry,  
 The cat's in a flurry,  
 Higgledy, piggledy, pop!

**It's Raining, it's Pouring**

It's raining, it's pouring,  
 The old man is snoring.  
 He went to bed and bumped his head,  
 And he couldn't get up in the morning.

**Hoddley, Poddley**

Hoddley, poddley, puddle and fogs,  
 Cats are to marry the poodle dogs;  
 Cats in blue jackets and dogs in red hats,  
 What will become of the mice and the rats?

**As I was Going Along, Long, Long**

As I was going along, long, long,  
 A-singing a comical song, song, song,  
 The lane that I went was so long, long, long,  
 And the song that I sung was as long, long,  
 long,  
 And so I went singing along.

**Go to Bed Late**

Go to bed late,  
 Stay very small.  
 Go to bed early,  
 Grow very tall.

## Speaking and Listening

### 2. Stories for Listening

#### Fishing in the River (Term 1, Week 1)

One sunny day Pau and Korima wanted to go fishing.

“May we go fishing please?” They asked their mother. “We want to go a long way up the river and fish in the deep water.”

“Yes, you may go fishing.” said Mother. “Bring home some fish for us.”

Pau got her net and Korima got his spear.

“Take some bananas,” said Mother. “You may be hungry this afternoon.”

“We’re going Mother,” called Korima.

“Goodbye,” replied Mother.

The children walked through the village and along the bush track towards the river.

The sun was getting hot and they were glad to reach the shady banks of the river. Pau and Korima walked until they reached the deep water pools.

“This is a good place to fish.” said Pau. “There are lots of shallow places at the side of the river. I can use my net to fish there.”

“Yes” said Korima. “It’s a good place to fish. I can swim in the deep water and dive for fish. I’ve got my goggles.”

Korima took off his shirt and threw it on the grass. He put on his goggles and picked up his spear. He jumped into the cool, green water and swam to the middle of the river. “Pau! Pau!” He called. “There are lots of prawns in here!”

Pau walked in the shallow water. She held her net and looked for prawns, too.

Soon they had a lot of prawns.

“I’ve caught fifteen prawns,” shouted Korima. “How many have you caught?”

“I’ve caught twelve prawns,” replied Pau. “Let’s cook them now.”

The two children made a small fire. They cooked the prawns until the little fish

turned pink. They cooked the bananas too.

Pau and Korima sat on the shady river bank and ate all the food.

“We ate all the fish, Pau,” said Korima. Now we have none to take home for Mother and Father.

“Let’s try again,” said Korima.

“Yes,” agreed Pau. “We’ll catch a big fish for Mother and Father.”

They got the spear and net. They went back into the river.

“An eel,” shouted Pau. “Look Korima! A very big eel!” Korima ran down to the river.

He started to splash the water to frighten the eel towards Pau. “Get your net ready, Pau,” called Korima.

Korima kept splashing the water. The eel darted up the river towards Pau.

“Quick Pau!” called Korima. “Catch the eel in your net. Hurry Pau! It’s going near the bank.”

It was a very big eel. Pau threw the net into the water as the eel swam away. She caught half the eel in the net. The eel wriggled and wriggled trying to get away.

“It’s too big Korima,” she called. “I can’t hold it!”

Pau slipped. She fell on the stony river bed. She held the net tightly. As she fell, the eel wriggled right into the net.

“I’ve got it. I’ve got it” called Pau. “Come and help me.” Korima ran to Pau. The eel was wriggling and splashing. Pau was lying on the river bed but holding the net tightly.

Quickly, Korima threw his spear.

Pau and Korima carried the dead eel up the river.

“I wanted to catch a fish for Mother and Father,” said Pau.

“But you caught a big, fat eel,” laughed Korima. “Mother and Father will like that to eat.”

---

## (Term 1, Week 2)

### A Farmer and an Eagle

A farmer once caught an eagle. He did not keep it. He let it go.

“You are a beautiful bird,” he said. “I shall not kill you. Fly away.”

Eagles cannot speak but the big bird thought, “Thank you very much. You are a good man.”

Some days later, the farmer worked hard all one morning. Then he had his lunch and went to sleep in the hot sun. There was a wall of big stones behind him. The farmer had a hat on his head. He did not see the eagle in the sky but the eagle saw him. The eagle saw the wall too.

Then the eagle flew down and took the farmer’s hat. It put the hat on the grass in front of the farmer. He woke up and shouted at the eagle.

“What are you doing? Where are you taking my hat? I was good to you. I let you go and now you are stealing my hat. Give it to me.”

He walked to the hat but the eagle picked it up and put it down three or four meters away. The farmer ran after it. Then he heard a loud noise. He looked back and saw the wall. It fell down. The farmer picked up his hat and put it on his head.

“Thank you,” he said to the eagle and the eagle flew away.

---

## (Term 1, Week 3)

### Walo and the Firefly

Walo was a good little girl. Everybody in the village liked her very much. One day her mummy said to her, “Walo, please go to the next village and buy me some flour. You are to walk on the path and you are to come home before it gets dark.”

Walo started to walk. She met some animals. She played with the butterflies and the birds. Then she hurried on her way again. She looked to the right, she looked to the left. It was beginning to get dark. She was very afraid.

In front of her she saw a huge firefly. It glowed with light when it flew.

The firefly was not dangerous. She saw the little girl and said to her, “Climb on my back, Walo, I will look after you.” The little girl climbed on the firefly’s back.

They flew very high. They flew up above the trees.

“Oh! I can see red, yellow and blue lights. It must be the town. Go down quickly. I must buy some flour.”

The firefly flew down and Walo bought the flour. Then she climbed on the firefly’s back again.

They flew very fast. They flew high above the clouds. Up in the sky the moon and stars were shining.

“Firefly, firefly, there is my house beside the tree. Please fly down.” The firefly landed beside the tree and Walo jumped off her back. Her mummy ran to hug her.

Then Walo told her family all about the lovely journey through the night.

---

## (Term 1, Week 4)

### A Brave Man

There is a man called Jim who lives in Mary’s village. Jim can’t walk, but every day he goes through the village in his wheelchair. He waves to everybody he sees. He speaks to everybody he meets. He is always happy, and everybody likes him very much.

Sometimes Mary and Tama tell their children the story of Jim’s life. The children like this story. They like all the stories their parents tell, but they like this one the best, because it is true.

When Jim was only a baby, his father died. His mother was only a young woman and Jim was her only child.

When Jim was a child, he was strong and healthy like his friends. He could dance well. He could run well. He could sing well. He was always polite, and everybody liked him very much.

When Jim was twenty, he got sick. He was too ill to sit up. He was too ill to speak. He was too ill to eat. His mother looked after him, and all the villagers helped her.

His mother was a good nurse and, in a few weeks, Jim could sit up again. He could speak again. He could eat again. There was only one thing he couldn't do. He couldn't walk. He tried to walk, but he couldn't.

Many doctors came to see Jim. They all tried to make him better, but couldn't. They all said, "This young man will never walk again."

All the villagers were sorry for him. They wanted to help him, but they didn't know what to do.

"Is there anything you want, Jim?" They asked.

"Everybody is very kind," said Jim. "Everybody is sorry for me. Everybody wants to help me. There is only one thing I want."

"What is it?" asked the people.

"I want a wheelchair," said Jim. "If you make one for me, I'll learn how to use it."

The village man made a very good wheelchair for Jim, and they showed him how to use it.

One day, a long time ago, Jim was near a pool. The water in the pool was not deep.

A small child came to the pool and started playing. Suddenly, the child slipped and fell. Her face was in the water. She tried to get up, but couldn't because she was only a little girl.

Jim shouted for help, but nobody came.

"I must save the child," said Jim. "But how can I do it?" Then he had an idea. He threw himself out of the wheelchair. He crawled on his hands and knees. He crawled through the water. He lifted the child out of the water. Then he called again for help.

When the villagers reached the pool, they found Jim in the water holding the child in his arms.

Who was the child? It was Mary.

The villagers tell this story to everybody they know.

They all think Jim is the bravest person they know.

---

## (Term 1, Week 5)

### The Magic Bowl

On an island in P.N.G. there is a small village. In the village lives a woman called Sera and her grand-daughter Lolo.

Sera loves her grand-daughter. She works hard to make a living for them both.

People bring clothes to her, to wash.

Sera also raises chickens to sell at the market. She feeds them every day so that they will grow fat.

One morning Sera stays in bed. She is very ill. Lolo brings her grandmother some breakfast but she cannot eat.

Lolo looks after Sera for a week. Sera does not get any better. Now there is no money left to buy food.

Lolo goes begging in the market- place. She does not collect much money. Most people are too poor give any.

Lolo is very worried about Sera. "I need some money so that I can send her to a doctor," She thinks. She tries to sell herself as a servant girl. But no one wants to buy her.

On the island there lives a good woman. She likes to help people. She comes to see Lolo and Sera. She is dressed as a poor woman.

"I am hungry," she says to Lolo. Lolo has only half a bowl of rice and a jug of water.

She gives to the good woman.

The good woman is kind in return. She gently touches Sera's hand. Sera sits up.

She is well again. The good woman



gives Lolo the empty rice bowl. She says to Lolo, "Touch this bowl and say three times what you wish to eat. The bowl will be filled with food. It will go on giving you food only as long as you are kind to others." With these words she disappears.

Life is easy for Sera and Lolo now. The bowl is always full of food. They forget how to work for their living. One day a poor man comes begging for food.

"I would rather throw away my food than to give it to you," Lolo says angrily.

The bowl slips from Lolo's finger. It breaks into tiny pieces. Lolo remembers the words of the good woman. I have been unkind, she says sadly to Sera. So the bowl will no longer give us food.

The next morning Sera and Lolo went out to work again. They have learnt their lesson.

They are never unkind to anyone again.

---

## (Term 1, Week 6)

### The Man and the Crocodile

There are a lot of animals on Tom's island. There are some pigs, some goats, some dogs, some cats and some horses. There are lots of rats too. There are no crocodiles.

That is a good thing because crocodile eat people.

Crocodile live in very hot lands. They live in hot, wet lands. They live in the rivers.

They lie in the mud by the rivers. They shut their eyes and they go to sleep. Sometimes people think a crocodile is a log.

If crocodile catch a man, they will eat him. If they catch an animal or fish, they will eat it too.

One day, two men walked by a wide river.

"Oh, it's very hot," said the first man. "It's too hot to walk. These clothes are hot. The water is cool. Let us wash in the river. If we wash, we'll be cool."

"Be careful," said the other man.

"There are some crocodiles in the river. If we wash in the river, a crocodile will get us."

"You're wrong," said the first man. "There aren't any crocodiles here. Look over there. There is a log in the river. I'm going to sit on that log. I'm going to put my feet in the water."

The second man said, "Don't go near that log. I think I saw it move."

The first man laughed at his friend. He put his feet in the water. He stood near the log.

"Oh," he said, "now I am cool."

Then he shouted. "Oh! That isn't a log. It's an animal. It's moving. It's a crocodile!"

"Help! Help!"

The crocodile moved quickly. It opened its mouth. It showed its teeth. It lifted its long tail. It hit the man with its tail.

The man's friend moved quickly too. He lifted his gun.

Bang! He shot the crocodile between its eyes. Bang! He shot the crocodile behind its right eyes. Bang again! He shot it behind its left eye. Then he pulled his friend out of the water.

"Thank you," said his friend. "I won't go near a crocodile again. I'll be careful."

---

## (Term 1, Week 7)

### The Great, Big, Enormous Taro

Once upon a time an old man planted a little taro and said, "Grow, grow, little taro, grow sweet. Grow, grow, little taro, grow strong."

And the taro grew up sweet and strong, and big and enormous.

Then, one day, the old man went to pull it up. He pulled and pulled again, but he could not pull it up.

He called the old woman.

The old woman pulled the old man. The old man pulled the taro. And they pulled and

pulled again but they could not pull it up.

So the old woman called her grand-daughter.

The grand-daughter pulled the old woman. The old woman pulled the old man. The old man pulled the taro. And they pulled and pulled again, but they could not pull it up.

The grand-daughter called the black dog.

The black dog pulled the grand-daughter. The grand-daughter pulled the old woman. The old woman pulled the old man. The old man pulled the taro. And they pulled and pulled, but they could not pull it up.

The black dog called the cat.

The cat pulled the black dog. The black dog pulled the grand-daughter. The grand-daughter pulled the old woman. The old woman pulled the old man. And they pulled and pulled but, they could not pull it up.

The cat called the mouse.

The mouse pulled the cat. The cat pulled the black dog. The black dog pulled the grand-daughter. The grand-daughter pulled the old woman. The old woman pulled the old man. The old man pulled the taro.

They pulled and pulled again, and up came the taro at last.

---

## (Term 1, Week 8)

### The Crow and the Sparrow

Once upon a time, a sparrow and a crow were hunting for food.

They were friends.

The crow saw some red peppers. A man had left them lying on the ground to dry.

The crow said, "let us see who will eat the most. The one who wins will eat the one who loses."

The sparrow laughed. He thought the crow was joking. But the crow was a wicked bird. And he was a cheat. He hid many peppers instead of eating them.

"I've won," he said. "Now I'm going to eat you."

"All right," said the sparrow. "But first you must wash your beak. It is dirty."

Crow went down to the river and cried,

"River! River!

Give me water,

To wash my beak,

To make myself neat,

The sparrow to eat."

The river said, "Your beak is dirty, you must get a pot to put the water in."

The crow went to a potter and cried,

"Potter! Potter!

Make me a pot,

To fetch some water,

To wash my beak,

To make myself neat,

The sparrow to eat!"

The potter said, "Crow, I have no clay to make a pot."

The crow went to a field.

"Your beak is dirty," said the field. "Get a spade."

The crow went to look for the village blacksmith and cried,

"Blacksmith! Blacksmith!

Make me a spade to dig some clay,

To fetch some water,

To make myself neat,

The sparrow to eat!"

The blacksmith said, "I need fire to heat my forge."

The crow went to the farmer's wife and cried,

"Dear Farmer's wife!

Give me fire,  
 To make a spade,  
 To dig some clay,  
 To make a pot,  
 To fetch some water,  
 To wash my beak,  
 To make myself neat,  
 The sparrow to eat!"

"How will you carry it?" asked the farmer's wife.

"On my back," said the crow.

She put fire on the crow's back and his feathers caught fire.

That was the end of the wicked crow.

The sparrow lived happily ever after.

## (Term 1, Week 9)

### The Bad Dog and the Pond

A brown dog went into a shop. He was hungry. He said, "I can see a good piece of meat. I'll take it. Then I'll run away."

The bad dog ran out of the shop. He had the piece of meat in his mouth. He ran through then open door. He ran through the grass. Then he ran into the trees. The man in the shop saw him with the meat. He ran out of his shop and he said, "I'll run after him. He's a bad dog. That's a very good piece of meat. I must catch that dog."

The man ran after the dog, but the man was fat and slow.

"Oh!" said the man. "It's hot. That dog's very quick. He's still running. Now he's going into the trees. I'm going back to my shop."

The man went back to his shop. He was hungry.

The brown dog ran through the trees. He came to a pond. The day wasn't windy, and the water was calm.

The dog said, "I'm thirsty. I'll stop

running. I want something to drink."

The dog had his head near the water. He had the piece of meat in his mouth. The water was calm. The brown dog saw another dog in the pond. He was under the water and he was black. This black dog had a piece of meat in his mouth, too.

The brown dog was angry. He said, "I'm hungry. I want that piece of meat too. I'll bark. We'll fight. Then he'll run away, and I'll have two pieces of meat."

He showed his sharp teeth to the black dog. The black dog showed his sharp teeth too.

The brown dog said, "Drop that piece of meat, Black Dog."

Then he said, "Oh! Oh! Now my piece of meat is in the pond. That black dog will get my piece of meat."

The bad, brown dog jumped into the pond. He didn't catch the black dog.

"Oh!" he said, "Where's that black dog? I want to catch him. I can't find him. I can't find my meat. It's at the bottom of the pond. I can't swim down there. I'll swim to the side of the pond.

The brown dog jumped out of the water. He was very wet and his piece of meat was at the bottom of the pond.

Now the water wasn't calm. It wasn't like a mirror. The black dog wasn't there. He was never in the pond. The black dog and the brown dog were the same dog.

The dog was sad. He was hungry and wet. He had no meat.

He said, "I was a bad dog. I'm hungry now. I'm wet. I'm going home. I won't be bad again."

## (Term 1, Week 10)

### The Little Red Hen

Once upon a time, a pig and a cat and a duck and a little red hen lived together in a little white house.

All day, the pig played in the mud puddle.

All day, the cat just sat in the sun,

All day, the duck swam on the pond.

All day, the little red hen had to do all the work in the house.

One day, the little red hen found a few grains of wheat.

“Who will plant this grain of wheat?” asked the little red hen.

“Not I,” grunted the pig.

“Not I,” quacked the duck.

“Not I,” purred the cat

“I will,” said the little red hen.

And she did.

Soon the wheat grew and grew. Soon it was tall and golden and ripe.

“Who will take the wheat to the mill?” asked the little red hen.

“Not I,” grunted the pig.

“Not I,” quacked the duck.

“Not I,” purred the cat

“I will,” said the little red hen.

And she did.

Soon the wheat was ready to be made into flour.

“Who will take the wheat to the mill?” asked the little red hen.

“Not I,” grunted the pig.

“Not I,” quacked the duck.

“Not I,” said the cat, with a yawn.

“I will,” said the little red hen.

And she did.

The little red hen brought home a sack of fine wheat flour.

“Who will make this flour into bread?” asked the little red hen.

“Not I,” grunted the pig.

“Not I,” quacked the duck.

“Not I,” purred the cat from her spot in the sun.

“I will,” said the little red hen.

And she did.

Soon the little red hen took a beautiful, crusty, brown loaf out of the oven.

“Who will eat this delicious bread?” asked the little red hen.

“Oh I will,” grunted the pig, scrambling out of the puddle.

“I will,” quacked the duck, paddling in from the pond.

“I will, I will,” purred the cat, with a quick lick at her paw.

“No!” said the little red hen.

“No, you won’t!

I found the wheat.

I planted the seed.

I cut the ripe grain.

I took the wheat to the mill.

I baked the bread.

I SHALL EAT IT MYSELF!”

And she did.

## (Term 2, Week 1)

### The Wicked Frog

A poor little mouse stood by a pool of water. It stood on a rock and looked at the water. Its home was at the other side of the pool. The pool was deep.

“I want to go home,” said the mouse, “but I can’t reach the other side of the pool.”

The water is deep.

It heard something at its side.

“Who’s there?” asked the mouse.

There was an ugly, big frog standing near it. It was a wicked frog. The mouse was afraid of it.

“Swim,” said the frog. Jump into the pool and swim to the other side,

“But I can’t swim,” said the poor little animal.

“Let me help you,” said the frog. “I love mice. Tie your foot to my foot. Then I’ll jump into the pool and I’ll take you to the other side.”

The mouse tied its foot to the frog’s foot. The wicked animal jumped quickly into the water and started swimming.

“I love mice,” said the wicked frog, and it laughed.

In the middle of the pool, the frog stopped swimming. It was near a rock.

“Dear little mouse,” said the frog, “you must die. I’ll put you under the water. You’ll die. When you’re dead, I’ll eat you.”

The frog tried to pull the mouse under the water.

“Oh, dear!” said the mouse. “I don’t want to die. Let me go, wicked frog. Let me go.”

Up in the sky there was a big bird flying. When it saw the frog and the mouse, the bird laughed.

“Aha!” said the bird. “I love frogs. Dear little frog, you must die. When I catch you, I’ll eat you.”

The bird flew down quickly, caught the frog and started eating it.

“Aha!” said the mouse. “Aha! The bird is busy. It’s too busy to see me. The frog is too busy to see me too. Now I can get away.”

The mouse pulled its leg away. “I’m free! I’m free!”

It said, and it laughed.

It jumped quickly on to a rock. It jumped from one rock to another. It reached the side of the pool and ran into the bush.

Soon it reached home.

The bird finished eating the frog. “Now,” said the bird, “where’s that mouse? I’ll eat it too. Dear little mouse, you must die. When I catch you, I’ll eat you.”

The bird flew up and looked for the mouse. It flew up and down, but it did not find the mouse, because the little animal was safe at home.

---

## (Term 2, Week 2)

### Pepeyana

Pepeyana was a beautiful, tiny, striped fish who lived in a reef. He was a happy fish who sang all day and night. The crocodile did not like Pepeyana’s song. He could not enjoy his food and it stopped him from sleeping. Finally, he couldn’t stand it any longer.

He went to find Pepeyana.

“Grr!” he growled. “Your singing keeps me awake and puts me off my food. If you don’t stop, I’m going to eat you.”

Pepeyana made straight for his friend the shark, who was swimming close by.

“Shark, you must help me,” he called. “The crocodile wants to eat me.”

“You will be safe with me,” boasted the shark. “I have the sharpest teeth in all the ocean.”

However, when he saw Crocodile churning up the sea, even Shark jumped with fright. “Let’s get out of here,” cried the Shark. “That skin looks too hard for my teeth.”

The pair swam away quickly.

Pepeyana swam with all his might to the dugong. The dugong saw the look of fear on Pepeyana’s face. “What’s wrong, little brother?” he said.

“You must save me!” gasped the little fish, who was now feeling tired. “Crocodile is angry with me because I sing all the time. He is going to eat me.”

“I’ll see about that,” replied Dugong. “I am the strongest, toughest fish in the sea. Just hide behind me and I’ll deal with this

crocodile.”

So Pepeyana hid behind his friend. But when Dugong saw Crocodile with his jaws as wide as a clam shell and rows of teeth as sharp as fish hooks, he swam away too.

“I am sorry, Pepeyana. That fellow is too big and fierce for me,” he shouted. “You’d better get out of here.”

The little fish had almost run out of friends who could help him. But he didn’t want to be eaten. He swam to the toadfish. Toadfish was nearly as small as Pepeyana, but he had very strong, sharp teeth.

“Oh, Toadfish!” said Pepeyana. “Crocodile is chasing me. I’ll be eaten if he catches me. I have asked Shark and Dugong for help but they are all too frightened of Crocodile.”

“I’ll save you,” said toadfish. “Follow me!”

The Toadfish led Pepeyana to his home among mangroves. They waited there until Crocodile came past. Then the Toadfish went out to meet him.

“What do you want here?” Toadfish asked the crocodile.

“I want that fish, Pepeyana,” growled Crocodile. “I’m tired of his singing so am going to eat him.”

“You are not going to eat my friend,” said Toadfish. “You are just a big bully.”

The crocodile snapped his tail. “Are you trying to stop me?” he roared. “I’ll eat both of you!”

Crocodile opened his mouth very wide, but the Toadfish didn’t wait. He swam right between the open jaws and inside the crocodile, biting as he went. He bit through the stomach. He bit the heart and the lungs. He bit everything he could find. Then he swam out to the sea again.

Crocodile could feel his strength leaving him. Slowly his huge jaws shut tight. That’s how they stayed.

“You see Pepeyana,” said the toadfish, “you went to your big friends for help. None of them could help you. I am only a little fish, but

I have stopped the crocodile from eating you. Now you can go home to the reef and live in peace.”

## (Term 2, Week 3)

### A Foolish Trick

One day a young man was on the road. He saw an old man on the other side of the road. The old man had a basket on his head. There were some oranges in the basket. The young man said to himself, “I want those oranges. I will trick the old man. I know what to do. I know how to trick him. I’ll speak to him, but I won’t ask him for the oranges.”

The young man walked across the road and started talking to the old man. “Where are you going?” he asked.

“I am going home,” answered the old man.

“What are you going to do with those oranges?” asked the young man.

“I am going to eat them,” replied the old man.

The young man looked at the oranges in the basket on the old man’s head. “You mustn’t eat these oranges,” he said. “They’re bad. If you eat them, you’ll be sick.”

“I don’t want to be sick,” said the old man. “I won’t eat these oranges. I’ll take them home and give them to my pig.”

“Where’s your pig?” asked the young man.

“It’s in the long grass near my garden,” answered the old man.

The young man said goodbye to the old man. Then he ran quickly to the old man’s garden. He caught the pig and tied it to a tree. Then he sat quietly in the long grass. Soon the old man reached his garden. He stood near the long grass. “Pig! Pig!” he called.

When the young man heard the old man calling, he made a noise like a hungry pig. When the old man heard the noise, he took the basket off his head and threw the oranges into the long grass.

The bad young man sat there eating

the oranges.

Soon the old man's wife walked through the long grass. She saw the young man eating the oranges. She did not speak.

She walked very quietly, and the young man did not see her.

The woman went home and told her husband about the young man. The old man was angry. He wanted to punish the old man.

"I know what to do," he said. I know how to punish him.

The old man and his wife went to the sea with a bucket. They got a bucket of salt water; they carried the bucket between them to the garden.

The old man stood near the long grass.

"Pig! Pig!" he called. "I've got some oranges for you.

When the young man heard this, he was very happy. He made a noise like a hungry pig.

The old man threw the bucket of salt water into the long grass. The bucket hit the young man's leg and hurt it badly. The young man's eyes were full of salt water. His mouth was full of salt water. It made him sick. His leg was sore, and his eyes were sore. His clothes were wet. He was ashamed.

"I must hide," he said. "If I don't hide, people will see me and they will laugh at me."

---

## (Term 2, Week 4)

### The First Breadfruit Tree

Many years ago there were some people who lived on a small island in the Pacific Ocean. On the island there was one very large tree. There weren't any other trees like this one.

One day a man lifted his axe and started cutting a branch off the large tree.

When the branch fell to the ground, a fish jumped out of the tree and landed at the man's feet.

The man picked up the fish and ran back to his village. He told everyone about the

tree. Everybody wanted to see it.

The next morning the man and his friends went to the tree. Three men lifted their axes and started cutting some branches off the tree. The other man stood and waited.

When the first branch fell, a fish jumped out of the tree and landed on the ground.

At the same time, there was a noise. The noise was like somebody crying.

When the second branch fell, another fish jumped out of the tree and landed on the ground. At the same time there was a noise like somebody crying.

When the third branch fell, another fish jumped out and at the same time, there was a noise like somebody crying. The men stood still and listened to the noise

"I think a woman is making that noise," said one man. "I think the woman is in the village. We must go to the village and find her."

All the three men went to the village. They walked through the village looking for the woman who made the noise.

At last they found her. She was an old woman, and everybody said she was the wisest woman in the village.

"Why did you make that noise?" asked the men.

The woman told the man to stay away from the tree. She said it was not like the others on the island. She told them not to cut any more branches off it.

"What will happen if we stay away from it?" asked the men.

"Wait and see," replied the woman.

Nobody cut any more branches off the tree and, in a few months, there were some green fruit on it.

When the fruit was ripe, the wise old woman told the islanders to pick it. She told them to cook it and eat it.

The Islanders cooked the fruit and ate it. They liked it very much. They said it was the nicest fruit on the island.

This tree was the first breadfruit tree in the Pacific Islands. The islanders looked after it well, and soon some young breadfruit trees started growing on the island.

Now there are breadfruit trees growing on many islands in the Pacific.

---

## (Term 2, Week 5)

### Takitaki Cave

A long while ago, Tade and his wife, Irima, lived on an island.

One day, Tade was angry. He hit Irima with a stick. She ran away. She ran through the hills and into the bush.

“Tade hit me. I’ll hide in the bush. Then he won’t find me.” said Irima.

She looked for a cave in the hills. She pushed through some bush, and she saw a very big cave.

“This is a very big cave,” she said. “It’s dry inside too. I’ll live in this cave. Nobody will find me.”

Irima lived in the cave. She went out of the cave, and she looked for things to eat. Tade told his friends about Irima.

“I was angry,” he said. “Irima ran away because I hit her. Now I’m sorry. I want to see her again, but I can’t find her.”

Irima had a little friend in the bush. Her friend was a little bird. The bird’s name was Tare. Tare went with Irima through the bush. Irima walked on the ground, and Tare flew through the trees. Sometimes she flew into the big cave.

Tare went to Irima’s house. She flew on the roof. She sat there, and she sang.

Tade saw the bird there.

He said, “That little bird comes every day. Then she goes away. She’s a pretty bird and she likes singing.”

One day, he said, “There’s that little bird again. I’ll run after her today. I’ll look for her nest.”

Tare flew away. Tade ran after. Tare flew

to a tree. Tade ran to the tree, but the bird flew away to another tree. Tade ran after her again.

“Come back, little bird,” he said. “I’m your friend. I won’t hurt you. Where are you?”

Tade looked for Tare in the trees, and in the rocks.

Then he said, “What’s this big hole? The bird flew in there. Oh! It’s a big cave. You can’t see the cave because the bush is in front of it. I’ll go inside.”

Tade went into the cave.

“Come here, little bird,” he said. “I’m your friend.”

He saw the bird. Then he saw Irima. But she didn’t see him. She sat there with the bird near her. Irima was sad.

“It’s you, Irima. It’s you,” said Tade. He was very happy. He loved his wife. “What are you doing here? I looked for you, but I didn’t find you.”

Then Irima saw Tade.

“Oh! Oh! It’s Tade. Go away! You don’t like me. You hit me with a stick,” said Irima.

“Please, come back to me, Irima. I was angry, but I won’t hit you again. Don’t stay here,” said Tade.

“All right,” said Irima. “I want to come home with you, but please, don’t hit me again.”

Tade and Irima went home together. They told their friends about the big cave in the bush. Everybody went to see the new cave.

“Its name will be Takitaki,” they said.

Tade and Irima went back to their house. Tare sat on the roof and sang. Tade and Irima lived happily ever after.

---

## (Term 2, Week 6)

### Two Brother and Two Eggs

This is a story about two brothers and two eggs. The brothers, and the hens who laid the eggs, lived in Zaire.



“Mother,” said the younger son one day. “Tell me, please, how to get to my uncle’s home in the northern part of our country.”

His mother was pleased: she hadn’t seen her brother for years, and it was good that her young son should want to visit him. She told him how to get there.

The uncle was happy that the boy had come so far to meet him. “Your mother, my sister, must be very proud of you,” he said. “You are tall and strong. You will be a famous warrior. Come,” he said, “I have prepared a meal for you.”

He gave the boy baked chicken and a dish of centipedes, a special delicacy in that part of Zaire.

Later, his uncle told the boy to go and sleep in the chicken run. The boy didn’t argue, or even show surprise: he did as he was told and slept with the chickens.

The next morning, his uncle told him he could choose an egg from the hutch where the chickens laid them. He could choose any egg he liked.

The boy chose the smallest he could find.

Then his uncle said something strange. “On your way home,” he said, “you will pass a place where there are ruins of an old tribal settlement. There, you must throw the egg on the ground and see what happens.”

The young man said goodbye, and when he reached the ruins of the old village, he threw down the egg.

And this is what happened.

Neat, new houses rose out of the earth where the egg has fallen. Out of each house came a beautiful woman, tall and proud, holding dishes of delicious food. Slaves came next, bowing before him, saying he was their master.

So the young man who hadn’t been too proud to sleep with the chickens became a great chief.

The elder brother was not a loving son: in fact he often insulted his mother. He treated her as a slave. One day, he visited his younger brother’s village and asked him how he had

become so rich.

The youngster, now a chief, explained, and pointed the way to their uncle’s house in the north. “Good luck,” he said, “and remember to be polite to him.”

The uncle received his nephew with a welcoming smile, and had a chicken prepared for him, as well as a dish of delicious centipedes.

The elder brother ate the chicken, but pushed the centipedes to one side in disgust. Next, the uncle asked him to spend the night in the chicken run, but his nephew angrily said, “Certainly not.” I am used to sleeping in a proper house and a proper bed.” The uncle said nothing.

Next morning the elder brother was offered an egg from the hen-house. He took the biggest he could see there.

“Very well,” said his uncle. “Take it: go out into the bush where no one can see you and break it. See what happens.”

Licking his lips, the elder, big-headed son, who treated his mother like a slave, threw the egg to the ground in a lonely part of the bush. And inside this egg...

Inside this magic egg there were armed men. Their spears flashed in the sun. Before he had time to regret his past life, the spears were hurtling towards him. And every one hit its target.

The people of Zaire do not call this story *Two Brothers and Two Eggs*: They have given it a more interesting title. It is, *Never Insult your Mother*. A title like that, they say, is worth thinking about.

---

## (Term 2, Week 7)

### The Three Little Pigs

Once upon a time there were three little pigs. They left home and went off to build their own houses.

As the first little pig was walking down the road, he met a man carrying straw.

“That is what I need to build my house,” said the first little pig.

So he bought the straw from the man. The first little pig built himself a house of straw.

As the second little pig was walking, he met a man carrying sticks.

“That is what I want to build my house,” said the third little pig.

So he bought the sticks from the man. The second little pig built himself a house of sticks.

As the third little pig was walking down the road, he met a man carrying bricks.

“That is what I need to build my house,” said the third little pig.

So he bought the bricks from the man. The third little pig built himself a house of bricks.

One day the wolf knocked on the door of the straw house. “Little pig, little pig, let me come in!” said the wolf.

“Not by the hair of my chinny chin chin,” said the first little pig.

“Then I’ll huff and I’ll blow your house down,” said the wolf.

So he huffed and he puffed and he blew down the house of the first little pig. He gobbled up the pig.

The next day the wolf knocked on the door of the stick house. “Little pig, little pig, let me come in!” said the wolf.

“Not by the hair of my chinny chin chin,” said the second little pig.

“Then I’ll huff and I’ll puff and I’ll blow your house down,” said the wolf.

So he huffed and he puffed and blew down the house of the second little pig. The wolf gobbled up the pig.

The next day the wolf knocked on the door of the brick house. “Little pig, little pig, let me come in!” said the wolf.

“Not by the hair of my chinny chin chin,” said the third little pig.

“Then I’ll huff and I’ll puff and I’ll blow your house down,” said the wolf.

So he huffed and he puffed and he huffed and he puffed and he huffed and he puffed and he puffed, but he couldn’t blow down the house of the third little pig.

The wolf thought of a trick. “I’ll climb down the chimney and then I can eat up the third little pig.” He climbed on the roof. The third little pig heard him climbing over the roof and knew what he was trying to do.

The pig rushed and filled a large pot of water. He put the pot on the fire and the water started to boil.

The wolf climbed down the chimney and fell into the pot of boiling water. He was killed.

The third little pig lived happily ever after.

---

## (Term 2, Week 8)

### The Dark Night

It was a wet afternoon. Timi and Niki were alone in the garden house. Aunt and Uncle went to the village. They wanted more baskets.

The clouds were turning grey. The children fell asleep. They huddled together in one corner. Soon they were fast asleep.

When they got up, it was dark. They became frightened. Aunt and uncle had not come back. The noises outside were getting louder.

“I’m frightened,” said Timi. Aunt and Uncle had been gone a long time. The night was cold. Niki lit the fire. Soon the room was warm.

“What are we going to do?” asked Timi.

“We’re going to go after them,” replied Niki. They tied dry coconut leaves and lit them. “This will give enough light to find our way,” said Niki.

The track was muddy.

“How far away is the village?” asked Timi.

“Not far,” said Niki. They were cold and hungry.

They walked on and on. Soon they were tired. They sat under a tall tree and fell asleep.

Aunt and Uncle arrived at the garden house. "Timi and Niki" called Aunt.

"Timi and Niki" called Uncle. The frogs replied with their loud croaking.

Aunt and Uncle knew that they hadn't run away. They loved Timi and Niki. Uncle said, "You stay here. I'll go back to the village."

He hurried through the thick forest. Soon he arrived. The village men came together.

Uncle told them that the children were lost.

The men quickly gathered dry coconut leaves. Some had torches. They divided into two groups. Uncle and the village man set off.

Timi woke up. She felt wet and cold. It was very dark. There were noises everywhere.

"Where is Niki?" she thought.

The fire had gone out. Timi could not see in the dark. She sat very still and waited.

She knew Niki was somewhere near her.

Then she saw a light. It was a light from the torch. "Uncle, I'm here," she called.

Uncle held the torch over her. "And there's Niki," he said.

Niki got up. He was not tired any more.

Uncle was very happy. The village men were happy too. The children were also happy. They all walked back to the village.

It was past midnight. "Aunt must know we're safe," said the children. They walked back again.

After a long walk they arrived. Aunt was happy to see them. They sat down.

"Who's hungry?" asked Aunt.

"We are all hungry."

It had been a long day. The children were tired. Aunt and Uncle were tired too.

Soon they fell asleep.

## (Term 2, Week 9)

### Floods

Father waved goodbye to his friends. "Come on Eti." said Father. "Get in the car. It's a long way to drive home. Look at the sky. I think it's going to rain."

Father drove a long way along the dusty road. Eti said "Father, look at those big black clouds. It will rain."

"I think so," said the Father. "I hope we can cross the rivers."

They drove a little further. Tiny spots of rain fell on the windscreen. The wipers were working quickly. It was raining very hard.

Soon there was water everywhere. The rain was pouring off the windscreen. The wipers were working quickly. It was raining very hard.

Eti called out, "Father!" Careful! There's a river. Father looked carefully through the windscreen. He drove the car slowly to the bridge. Slowly and carefully he drove the car across.

"Look Eti" he said. "That river is getting higher and higher."

Eti looked through the misty glass. "Yes," she said. "it is getting higher."

Father drove the car slowly. He tried to miss the biggest puddles. He tried to keep out of the deep water on each side of the road. He watched carefully to see if another car was coming towards him.

Suddenly, he said. "Eti! It's stopped raining." The wipers were squeaking on the glass. No more raindrops fell there. The rain stooped.

"That's very good, Father," said Eti. "Now the rivers won't be too high."

"Oh Father." said Eti. "What about the river at the Bunilong?"

"Yes," said Father. "The river at the Bunilong!"

They reached Bunilong after another hour's drive. Father stopped the car. They both got out. They looked at the river.

The water was brown and muddy. The river was running very fast. Big lumps of soil fell into the river. They quickly washed away.

"It's fast," said Eti.

"It's getting deep," said Father.

"There is no bridge," said Eti.

"It's dangerous," said Father.

"Will we try to get across?" asked Eti.

"Well," replied Father, "I know there is a good stony river bed here. I know the river can't be too deep. Yes, we'll try to get across."

Eti was frightened. She got back into the car. So did Father. They started to drive down the river bank at the crossing place.

"Father!" cried Eti.

"It's alright, Eti," said Father. "Be quiet and sit still!" He drove the car slowly into the water.

The car was noisy. The water was pushing the car. Father tried to keep driving slowly towards the other bank.

Suddenly, Eti felt the car floating. "Hold on Eti," shouted Father. "The car is floating down the river."

"Help!" screamed Eti. "Help!"

The Engine was still running, but the wheels were not on the river bed. The car was floating like a canoe. Suddenly, there was a bump. They stopped moving. Eti knew the wheels were back on the river bed again. Father put his foot down on the pedal.

The car moved slowly forward.

"Hooray!" shouted Father. "We're going again. This time, we're going out of the river."

Father drove the car out of the river. The wheels slipped and slid on the muddy bank. They reached the road again.

Father opened his door. Eti opened her door. They both looked into the river.

Father put his hands around Eti. "That was dangerous, Eti," he said. "I'm a silly old man. I won't try that again. Next time there's a fast river full of rain water, I'll wait!"

"Yes," said Eti. "I was frightened. That river was really strong."

## (Term 2, Week 10)

### Karambong

A long time ago there was a good place to live where all the animals and birds were tame. A man called Karambong, who had magic powers, lived there. One day he dug a hole until it was as deep as a valley. Then he sat at the bottom of the hole and rubbed at a log with a piece of cane. The log became hotter and hotter until it began to smoke. This made a cloud which covered and hid Karambong. He used his magic to turn the smoke to water.

Karambong was the cousin of two brothers called Tuvi and Lucas. Lucas discovered Karamabong making the water. He was frightened and tried to sneak away. However, Karambong heard him and stopped him.

"Lucas, you should not have watched me work my magic," said Karambong. "In future, when you kill a pig, you must you must share one half with your brother and give the other half to me. You must tell no one about the things you have seen."

Lucas did as he was told. Tuvi saw that his brother was now only giving him half as much pig as before.

"What did you do with the rest of the pig?" he asked.

Lucas could not tell his secret. This made Tuvi so angry that he killed his brother. Then he ran away. He took his wife to live with her people in another place.

One day, Tuvi climbed a tree to cut down some branches. From high in the tree, he could see his old home. He felt sad and began to cry. His tears fell down on his wife's breast and she knew how much he missed home.

She told her people that they should all move to Tuvi's land.

“It is a good place,” she explained. There is plenty of food and all the animals and birds are tame.”

The people sent two men to see if this was true. They returned with good news and everyone followed Tuvi back to his home.

When they arrived, they made their camp under a big overhanging rock. Tuvi’s wife was preparing to have a baby. At that time it was custom for her to stay in a small hut on her own.

During the day Tuvi joined the others to gather food. His wife stayed in the hut to rest. While she waited, Karambong came with thunder and lightning, dark clouds and heavy rain. He lifted the huge rock into the air and dropped it on the camp. Everything was broken.

Then Karambong lifted the stone away and placed it back above the camp. He put everything back in order again. Karambong had not forgotten that Tuvi had killed his brother.

When Tuvi and the others returned, they found his wife very upset.

“We must leave here,” said Tuvi’s wife. “While you were away, Karambong came with his magical power and threw that big rock on the camp.”

The people did not believe her

“Our camp is still good, they replied. Here all the animals and birds are easy to catch. We are all happy. We will not go away.”

They just laughed at her.

The night was clear and peaceful when the people lay down to sleep below the rock. As Tuvi’s wife was afraid, she took her young brother to her hut.

Then Karambong returned. The sky grew dark with heavy rain. Thunder rumbled and lightning flashed. Karambong picked up the rock and flung it down on the people. Only Tuvi’s wife and her brother escaped. All the animals and birds were frightened when the big rock crashed. They scattered and became wild and hard to catch. Karambong went back to rubbing his sticks. The smoke grew thick and rose high in the hole he had dug in the hills. It turned to water and spilled over and

reached the top. Fast little streams of water ran down the sides of the hills. Then they joined and made big rivers. The river wound down through the land until they reached the coast. There they formed the sea.

This is how the waters were made.

## (Term 3, Week 1)

### A Surprise

The sky was blue and clear. The sun shone brightly. Raka, Laka and Pye wanted to go for a walk. Pye wanted to get okari nuts. Raka and Laka wanted to swim.

“Let’s go to the river,” said Raka.

“We can all swim in the river,” said Pye.

“Can we get okari nuts on the way?” asked Pye.

“Yes!” shouted the boys.

It was a long walk to the river. The children stopped by the okari tree. Pye climbed up the tree and threw lots of nuts down. Laka put the nuts in her bilum. They walked on to the river.

The children sat on the green grass. The tall grass gave lots of shade. The birds sang and the children were happy. “Let’s swim,” said the boys and they dived into the cool, deep water. They laughed at each other and splashed each other.

Laka didn’t want to swim. She walked beside the river. Sometimes she stopped and looked at the smooth stones. By the river, she saw a bright green frog. “Pye, Raka, come and look at the frog!” shouted Laka. The boys swam to see it. The frog hopped towards Laka. When she walked, it followed her.

Raka and Pye came out of the water. All the children lay under a tree. They looked at the sky. It wasn’t blue and clear. The sky was dark and the clouds were black. “We must go home now,” said Raka.

“Yes,” said Pye. “Soon the rain will come and we’ll get wet.” Laka picked up her bilum. The wind blew and the trees swayed. As the children started to go home, big drops of rain fell. The strong wind blew loudly. The trees bent and their branches swayed.

The rain fell quickly. The birds were quiet. The children heard the frogs in the wet grass. "My shorts are wet," said Pye.

"My dress is wet," said Laka.

"I want to go home," said Raka.

The children started to run. They wanted to get home quickly. The thunder roared. The children were frightened. The road was muddy and the holes were full of water. Raka, Pye and Laka ran faster and faster.

The children were tired. They were cold and wet. "I'm hungry," said Pye. "I want a drink," said Laka. "Let's hurry," said Raka, "We'll soon be home."

Laka fell in the mud. She started to cry. She dropped her bilum on the wet road. "Croak!" The green frog jumped out of the bilum. It jumped on Laka. She stopped crying.

All, the children laughed. The frog hopped after Laka. "He wants to come home with us," they shouted. They were not frightened by the storm anymore. They were happy with the frog.

Soon they came back to the village. Mother and father were glad to see them. The children were very happy to be home. They showed the green frog to their parents. Mother and father laughed when they saw the green frog and the dirty, wet children.

Raka, Pye and Laka sat in the house. The green frog sat by Laka. They all listened to the storm. They weren't frightened now. The house was warm and dry. They were happy to be home.

### (Term 3, Week 2)

#### The Deer and the Turtle

One day Deer was running through the forest. Bump! He hit something. It was a turtle. The turtle turned upside down. He was very angry. "Can't you watch where you're going?" he shouted.

"I run so fast, I cannot look down at things that get in my way," said Deer.

"Don't boast so much," said Turtle. "I can run faster than you any day."

"You?" said the deer. "Don't be silly."

"All right," said Turtle. "We'll have a race. We'll race along the field. Then we shall see who can run fast." The deer laughed.

The Turtle went to all his brothers and his uncles and his friends. "Stand along the edge of the field," he told them. "When the deer runs past, you must shout, "Faster! Faster. I'm a long way ahead of you, Deer!"

When the race began, only the deer moved. Turtle stayed where he was. As the deer raced along the field, turtles kept popping up, calling out, "Faster! Faster! I'm a long way ahead of you, Deer!"

Soon the deer began to feel fed up. Turtle had made a fool of him. He didn't try to finish the race. He ran off into the forest and the turtle laughed and laughed and laughed.

### (Term 3, Week 3)

#### The Holiday

Ibo and Hove came home from school. Mother was reading a letter from Kerema. "My family wants you to go and see them. Do you want to go for the holidays?" "Yes," said the girls. "When can we go?"

"You can go tomorrow. You can go on the plane tomorrow."

The girls were dancing around the room. "We'll go in a plane tomorrow. We'll fly from Goroka to Kerema." They were excited.

The next day the children got up. Mother was putting clothes in a bag. "Whose dress is this?" asked mother.

"It's my dress," said Ibo.

"Come on," said father. "We must go to the airport." Father drove to the airport. "Look! There is your plane." It was a small plane. It was orange and white.

Father put their bags in the plane. The pilot was checking the plane. Mother and father said goodbye to the girls Ibo and Hove sat in their seats. They waved to their friends.

The plane began to move. It moved faster and faster. Up they went. They flew over the trees. They flew over the houses. Up, up

they went. They flew over the mountains. They flew over the rivers.

Soon the plane began to come down. The trees looked bigger. The houses looked bigger. The plane landed. Ibo and Hove saw three people.

“There they are,” shouted Ibo. They got off the plane. They picked up their bags. Aunt and Uncle ran to the girls. “This is Ovoa,” said Uncle “He is your cousin.”

“I like to play with boys,” said Ovoa. He didn’t like girls. He wanted to catch crabs with his friends. He didn’t talk to the girls.

“Come on,” said Aunt. “We’ll go home. It’s not far. We can have something to eat. Do you like fish?”

“Yes we do,” said the girls. After the meal Ovoa ran away. He ran to play with his friends. He ran away from the girls. “Tomorrow, you can go with Ovoa to catch crabs,” said uncle.

The girls went to bed. They were tired. “I don’t want to go with Ovoa,” said Ibo. “He doesn’t like us.”

“What shall we do?” asked Hove. “In the morning, we shall go swimming,” said Ibo.

The next morning the girls woke up. Ovoa wasn’t there. He had gone to dig for crabs. “What will you do?” asked Aunt. “Ovoa is catching crabs. He is with his friends.”

We shall go swimming. Ovoa doesn’t want to play with us. “Ibo stood by the door. She looked at the boys. They were digging in the sand. The boys had a rope. They had a big basket.

After swimming, the girls went to the house. Aunt had gone to the market. They looked in the house. They saw a big basket. It was full of big crabs. They were black mud crabs. But where was Ovoa?

He was behind the door. He was holding a crab. The girls did not see him. He jumped out. He was waving the crab near Hove. She was scared. The crab looked angry.

Ovoa laughed. He tried to frighten the girls. Ibo pulled the rope. It broke and the crab fell. The crab was free. It could run.

The crab ran after Ovoa. Ovoa was scared. The crab chased him. He wasn’t laughing. The girls were laughing. It was funny to see the crab chasing naughty Ovoa.

### (Term 3, Week 4)

#### A Present for Kau

Kau was in the house. He was sweeping the floor. Mother came in. She carried pawpaws and bananas.

Kau stood at the door. He looked down the track. Mother laughed. “Tom has a long way to come. The school is far away.” Kau was waiting for his brother.

“I’ll go and play,” said Kau. “I’ll play with my ball.” Outside Kau was listening for a truck.

“He’ll be here before dark,” said mother. “You play. I must cook dinner.”

Outside Kau was listening for a truck. He heard the wind in the leaves. He heard the birds. He heard the sea but he didn’t hear a truck. Kau looked out to sea. It was blue in the afternoon sun. He listened. He listened carefully. He heard a truck. It was his brother.

The truck came to the house. It stopped and Tom got out. Kau ran to his tall brother. “Come into the house,” said Kau. “I will carry your bags.”

Mother was very happy to see Tom. Tom was a teacher. He talked to Mother. He told her about school. Father came home. He told Tom about his work. No one talked to Kau.

After dinner, Tom got his bag. “Kau, this is for you.” Kau looked at his brother. He was holding a net. It was new green net. Kau wanted to use the net to catch fish.

“Thank you, Tom. Tomorrow I’ll go fishing on the reef. Will you come too?” The next day Kau woke early. He wanted to go fishing with Tom. It was raining. The sky was grey. The sea was rough. Kau was angry. He knew he couldn’t go fishing.

All day Kau looked at the sky. The wind blew. The rain fell. The sea looked angry. The new green net did not catch any fish

Kau played with his ball. He helped his mother. He talked to his brother. But he wasn't happy. He wanted to fish with his new green net.

Tom stood by the door. It wasn't raining. The sun was shining. The leaves shone in the sun. Kau looked at the rainbow. The sky was full of bright colours. "Good," said Kau. "Tomorrow will be fine."

"Yes," said Tom. "Tomorrow we will go fishing on the reef." The next day Kau got up. He looked out of the window. The sea was calm. The sky was blue. He saw Tom on the beach with the canoe.

He ran along the warm sand. Mother was talking to Tom. She had given him some food. They had kaukau to eat. There was a bottle of water to drink. Tom put the food in the canoe. Kau put his new green net in there, too.

Off they went. Mother stood on the beach and waved to them. They sailed through the cool water. Kau felt the hot sun on his back. He looked down into the sea. He was happy to be sailing with his brother.

Soon they were by the reef. Kau was ready to dive into the sea. He was in a hurry. "Be careful," said Tom. "I'll stay in the boat."

Kau dived into the cool water. He looked at the bright fish. Some were small. Some were large. All of them were beautiful. He looked at the fish. They looked at him.

Kau dived many times. He loved the reef. It looked like a garden. It was so quiet. He saw so much coral. There were many different colours. "I want some of that coral," thought Kau.

He swam back to the boat. "Tom, give me my net. I'm going to put some coral in it. I'm going to take the coral home."

Tom looked sad. "No, Kau, you mustn't take the coral. You will spoil the reef. Everyone must take care of the land and the sea."

"That's true," said Kau. "Our teacher has told us that. I'll use my new net to catch fish." Tom smiled. He was happy. Kau will always love to dive on the reef. But he will not spoil it.

## (Term 3, Week 5)

### How the Crab got its Back

In a village there once lived two sisters who were very different from each other. Salome, the younger sister, was plain as plain could be, but she was kind to everyone and worked from morning to night, scrubbing and cleaning their little house so that it was clean and tidy. Aivu, the elder sister, was the most beautiful girl in the village. But she was proud and too lazy to help her sister.

One day Salome went to the river to fill her cup. She saw, sitting at the river's edge, a strange old woman. Around the woman's waist was a towel, but her back was bare and she was trying to wash her back.

When she saw Salome she began to sing in a voice that was high:

Scratch my back, daughter, Oh!

Wash it well with water, Oh!

Salome saw that the old woman's back was lined and very sore and she felt sorry for her, and although the old woman's back felt hard, Salome scratched it and washed it until her nails were broken. But as soon as she stopped the old woman began to complain and to sing:

Scratch my back, daughter, Oh!

Wash it well with water, Oh!

And although the old woman's back felt as sharp as broken bottles, Salome scratched it and washed it until her hands were bleeding.

Then the old woman said in a voice that was as gentle as a bird's singing, "Child, you have been patient and kind to a miserable old woman and I should like to give you something in return. What do you wish for most?"

Salome felt ashamed to ask for anything, so she replied, "Just your blessing, mother."

"Well," said the old woman, "you may have that and more. Look in the water, Salome, and you shall see what you will be!"

Salome looked into the water and saw not only her plain face but the most beautiful,



the kindest face she had ever seen. She raised her head to thank the old woman but the old woman had gone.

At first Aivu could not believe that the beautiful girl was Salome whom she hated and treated badly all her life. She was jealous and without waiting to hear the whole story, she rushed down to the river, for she thought, “Stupid Salome, where does she think a pretty face will get her? I shall ask for great wealth. Then I won’t have to share that house with her.”

When Aivu went down to the river she saw, sitting on the water’s edge, the ugliest old woman she had ever seen. When the old woman saw Aivu, she began to sing in a voice that was high:

Scratch my back, daughter, Oh!

Wash it well with water, Oh!

But Aivu was in a hurry to find the source of her sister’s beauty. “Out of my way, you ugly creature!” she cried. “Do you expect me to bathe in the mud with you? Scratch your own back with those claws of yours!” And she pushed the old woman to the one side.

“Cheek girl!” said the old woman. “As you see me so shall you be!” And that moment Aivu became an ugly creature. Her limbs shrivelled up and turned into claws and her back became hard and cracked all over.

Aivu cannot bear to be seen, for she remembers that once she was beautiful. So she bathes in the mud and hides away under rocks and cliffs. And when sand and mud fill the cracks and her back itches, she rushes down to the river to wash it off for no one will scratch her back.

---

### (Term 3, Week 6)

#### The Fire Fighters

There were once some people who lived in a small village near a hill. The hill was covered with dry grass. There was only a narrow strip of flat land between the hill and the village, and it was covered with thick, dry grass.

One morning the villagers saw a fire burning on the hill. They were afraid it would

spread.

At lunch time the school children and their teacher stood outside looking at the fire. “Look!” said one of the children. “The whole village is on fire.” “I can see some people out there,” said another child. “Where?” asked another. “At the foot of the hill,” shouted somebody else. “Look!”

“I can see some people in bright clothes running to the fire,” said somebody else. “They’re poor mothers,” said one of the children. “They’re carrying buckets of water to the fire.”

“And the people at the foot of the hill are our fathers,” added another child. “They’re beating the fire with branches and wet sacks.”

“The village will burn down!” shouted some of the children. “What can we do?”

The teacher told all the children what to do. He told some of them to go to their homes and bring back as many bush knives as they could find. He told some of them to get as many buckets and big tins as they could find. He also told some of them to fetch as many green coconut fronds as they could carry. He told them to be as quick as they could. Everybody ran off.

In a little while all the children came running back. They came back carrying knives, tins, buckets and coconut fronds. When the last one was back, the teacher told them to listen carefully.

“I want the boys to cut a path through the grass in front of the village,” he said. “I want the girls to fill the buckets and tins with water. I want them to carry the water and the coconut fronds to their mothers.”

Everybody moved quickly. The boys started cutting the grass and the men joined them. The girls filled the buckets and tins as quickly as they could. Then they carried the water and the coconut fronds to their mothers.

The men and the boys cut the grass as quickly as they could. The girls carried the dry grass away, and the women threw the water and the coconut fronds on the bare ground.

At last someone shouted, “We’ve finished!”

Everybody stood looking at the path.

It was about one metre wide, and it ran from one end of the village to the other. The whole path was covered with wet coconut fronds.

“We’ll be safe in our homes now,” said somebody.

“Yes. Let’s go home now,” said the others.

Before they left, the teacher thanked the children for their hard work. “You may have a holiday tomorrow,” he said with a laugh. When he said this, everybody laughed loudly.

“Why are you laughing?” asked the teacher.

“Tomorrow will be Saturday,” said the children.

“I know.” said the teacher with another laugh.

That night, the air was full of smoke and the sky was like a sheet of red fire. Soon after sunset the fire reached the path in front of the village, but the people knew they would be safe. The fronds were too wet to burn and the fire died down.

### (Term 3, Week 7)

#### Rabi’s Bow and Arrow

Once upon a time there was a boy called Rabi. Rabi lived with his grandfather in a small village by the sea. His grandfather was a fisherman. Rabi worked very hard for him. He was a good boy.

Early one morning Rabi and his grandfather went out in their boat to fish. The boat was old but it was strong. They rowed out a long way and threw their net into the water. When they pulled their net in, it was full of fish.

“Look grandfather,” said Rabi. “It must be our lucky day.”

When they got back to shore, they put the fish in to baskets. While they were working, a beggar came up to them. He was very thin and his clothes were torn. He held out a bowl.

“Can you give me some food and water?” he asked. Rabi felt sorry for the beggar. “Come home with me,” he said, “and I will give you something to eat and drink.”

The beggar followed Rabi to his house. Rabi gave him some water and a bowl of rice. Then he fed his chickens and sat down to watch the beggar eat. The beggar was very hungry. When the bowl was empty he said, “Can I have some more?” Rabi gave him another bowl of rice.

When he had finished the second bowl the beggar said, “I must go now. Thank you, my boy.” He took a few steps but he was so weak that he fell down. Rabi went to help him.

“You are such a good boy,” said the beggar. “I am going to give you something in return for your kindness.” He then did a very strange thing. He pulled a hair out of his head and blew on it. The hair changed into a shining arrow. The beggar pulled another hair from his head and blew on it. The hair changed into a bow. He gave the bow and arrow to Rabi

“Take them,” he said, “they will protect you. You will be able to use them three times. Then they will lose their power.” With these words the beggar vanished.

“It is indeed a lucky day,” thought Rabi when the beggar had gone. “I’ll shall carry the bow and arrow with me at all times to keep it safe.”

For a long time Rabi had no need of using the bow and arrow. Then one day, when he was in the garden, a big eagle came flying in and seized one of the little chickens. Rabi fired his bow and arrow and the eagle fell to the ground. The little chicken ran back to its mother.

A few months later Rabi used his bow and arrow for the second time. Two men were badly wounded by a wild pig in the bush. The village people were afraid.

“Someone must kill the wild pig,” they said. In the middle of the night Rabi went quietly into the bush with his bow and arrow. The wild pig jumped at him from a rock but Rabi was too quick for him. He fired his arrow from the bow and the wild pig fell down dead.

“I can use the bow and arrow once

more,” thought Rabi.

It was a whole year before he had his chance. The villagers held a party. There was a prize for the man who was best with his bow and arrow. Rabi wanted to take part but a man called Anis said he was too young. The men were about to start firing their arrows when a big snake came sliding out of the long grass. It attacked Anis. Rabi quickly fired his arrow and the snake was dead in an instant. Anis was so grateful that he asked Rabi to join the men and fire an arrow. Rabi had already used the bow three times. He did not think that it would have any more power. When it was Rabi’s turn, he lifted his bow, took aim and fired the arrow. It went flying through the air with great speed and hit the mark in the centre. The villagers were amazed and immediately gave the prize to Rabi. Rabi felt very proud.

That night Rabi had a dream. The beggar appeared to him as a wise man. The bow and arrow will be with you forever now because you have been kind to others,” he said. “Use it whenever you need it. It will be a good friend. You will grow up to be a wise and powerful man.”

The beggar’s words came true. Some years later Rabi became the village leader. He was well loved by all his people.

### (Term 3, Week 8)

#### Nonobu

A long time ago the people of Libba in New Ireland made a large fish. They used cane to shape the frame of the fish. Then they covered the frame of the fish with tapa, a cloth made of bark. They carved a wooden circle and placed it in the mouth of the fish. They called the fish Nonobu.

The ten strongest and bravest men of the village were made warriors. The other villagers painted the warriors with patterns that would frighten their enemies. Necklaces of magic leaves were hung around their necks to keep them safe.

When all was ready, the village magician came. He boiled roots and made magic water to bring the fish to life.

He rubbed some of the water on the skin of the fish and some on the wooden circle of its mouth. He kept the rest of the magic water in a bowl over a low fire.

The magician sat by the fire. As long as he kept the magic water warm, the fish would stay alive. It would be in his power.

The chosen warriors from Libba took their spears and walked into the fish. Then, the fish closed its mouth and swam away. The power of the magician guided the fish to where some of their enemies lived.

The fish swam to the shore and stopped where the waves were breaking on the beach. When it opened its mouth the ten warriors ran outside and surprised their enemies. There was a long, hard fight but the warriors from Libba won. Then they went back inside the fish. Nonobu took them away to fight more battles. Whenever the fish carried them, the warriors from Libba fought their enemies and won.

Now it happened that one day, one of the men of the village who had helped to build the magic fish travelled far away. He went to join his cousin for a feast in the village of Lugagun. When he arrived, people were dancing and singing. He saw a spear stuck in the ground outside his cousin’s house. He knew by the patterns of it that it had belonged to one of the warriors of Nonobu the fish.

“This is a very good spear, cousin,” he said. “Where did you get it?”

“That spear is part of a strange story,” the man said. “Sometime ago a large fish swam up to our beach. Ten fierce warriors came out of its mouth. We lost many of our men. While they were fighting, I grabbed this spear and tried to kill the fish. I stabbed it many times but nothing would make it die. I escaped when the fighting ended. I watched those ten warriors go inside the fish and it swam away with them. If the fish comes back, I don’t think we will be able to save ourselves.”

The visitor felt sorry for his cousin. He knew that the two villages were enemies but his cousin belonged to his family. He decided to help him.

“Cousin, I know about this fish,” he said. “I know that it can be killed. You must

be very brave and stand near the mouth of this great fish. When its mouth is open, you will see a beautiful wooden circle inside. The circle holds the magic of the fish. If you can spear that circle, the fish will die.”

Time passed and one day the fish came back. The man had been watching for it. Quickly he took his spear and hid in the bushes near the beach. He waited. Suddenly the mouth of the fish opened. The man could see the wooden circle. He leaned back and threw the spear hard and fast. It hit the circle with a thud.

As the man watched, all that his cousin told him came true. Water rushed in through the mouth of the fish. It sank back into the deep water and was never seen again.

At the same time, far away in his village, the magician died. His magic was destroyed. It was lost forever.

### (Term 3, Week 9)

#### Temu and the Pig

One morning a farmer came to Temu’s school. The children were in the classroom. The farmer said, “I am not happy. My pig is lost. I can’t find it.”

“I am sorry,” said the teacher. “It’s a good pig.”

“It is a very good pig,” said the farmer. “It is lost in the bush. I looked and looked for it.”

“I am sorry,” said the teacher. “Can I help you?”

“Can the children help me?” asked the farmer. “I want the children to help me. Let us look for the pig. Let us walk in the bush. We can find it.”

The teacher asked, “Children, will you help the farmer after school today?”

“I will,” said Temu. “I’ll help him.”

“I will,” said all the children. “I’ll help him.”

“You are all good children,” said the farmer. “Can you find my pig? I have a K10 for the child who finds my pig.”

The children looked for the pig after school. The children walked into the bush. They looked in the farmer’s plantation.

Temu walked with four boys. They walked on a little road. “I must find the pig,” said Temu. “I can buy a new laplap with the K10”. They saw an old woman getting some wood.

“Will you carry my wood?” she asked. “I’m a very old woman. I can’t carry this wood”.

The boys stopped. “We can’t carry your wood. We are looking for a pig”. The old woman walked away.

“Stopped,” said Temu. “I will carry your wood. Where is your house?”

“You must look for the pig,” said the old woman. “No,” said Temu. “I will help you. The boys will find the pig.” He picked up the wood.

“Come with me,” said the old woman. She walked into the bush. Temu walked with her. They walked to a house. It was a little house. There was a little garden by the house.

“Please put the wood in the basket said the old woman. Do you want a drink of water?” she picked up her kettle. “I’m sorry,” she said. “My kettle is empty. Will you get some water for me?”

Temu said, “Yes, I’ll get some water for you “. “Thank you said the old woman. “I’m afraid to get water.” Temu looked at the old woman “Why are you afraid to get the water?” he asked.

“I can hear a noise,” she said. “I can hear a noise in the bush. I’m afraid to get the water.”

“Is it a frog?” asked Temu. “Is it a dog? Don’t be afraid.” He picked up the kettle. He looked at the old woman. She smiled. The water is down the hill,” she said. “It is in the bush.”

Temu walked down the hill. The old woman walked with him. “I’m not afraid,” said Temu.

“I can hear a noise. Can you hear it?” asked the old woman. Temu listened. “Yes, I can hear it,” he said. “Is the water making that

noise?”

“No,” said the old woman. “Then water is not making that noise. It is not a dog. It is not a frog. It is not the water.”

Temu walked into the bush. He listened to the noise. “I’m not afraid,” said Temu. He looked into the grass.

“Oh!” said Temu. “What is it?” asked the old woman.

“Look!” said Temu. The old woman looked. She saw a big pig by the river. “That pig is making the noise,” said Temu.

They saw twelve baby pigs too. “Those baby pigs are making noise too,” said the old woman. “This is the farmer’s pig,” said Temu. “She has twelve little baby pigs.”

Temu ran to the farmer’s house. “Come with me,” said Temu. Temu and the farmer ran to the water. The farmer was happy.

“My pigs have some baby pigs,” said the farmer. “I’m very glad to see a lot of pigs” he gave Temu K10.

Temu ran to the market. He had K2 for the laplap. He had K8 for a big white chicken. He picked up the chicken. He carried the chicken to the old woman. He said, “You helped me to find the pig. This chicken is for you.” Then everybody was happy.

---

### (Term 3, Week 10)

#### Tyre Trouble

“It’s flat,” said Father. “That’s the third time I’ve had a flat tyre this week.”

“Why do you get so many flat tyres, Papa?” asked Eravu.

“The tyre is old. Look! It’s worn out. I’ll put the spare tyre on. This tyre is no good.”

“May I have it Papa?” asked Eravu.

“Yes,” said father. “I’ll get it off for you. Then you can play with it.”

Eravu took the old tyre. He got two long sticks. He put the ends of the sticks inside the tyre. He held the sticks to push the tyre. He started running. He ran and rolled the tyre

down the middle of the track.

He played with the tyre. He rolled the tyre up and down. He rolled the tyre to the left and to the right. He rolled the tyre everywhere.

“Hello,” said Anton. “You’ve got a tyre!”

“Yes, said Eravu. “My Father gave it to me.”

“Wait here,” said Anton. “I’ll go and get my tyre. I’ll give you a race.” Anton came back with his tyre. “Come on,” he said. “I’ll race you from here to that tree.”

The two boys got their tyres ready. They ran off down the path. The tyres rolled faster and faster. The two boys ran faster and faster.

Anton’s tyre rolled fast and straight. Eravu’s tyre rolled fast and crooked. It ran off the path and down the hillside.

The tyre ran through some long grass. It ran on and on down the hill side. The two laughed. They left Anton’s tyre on the path. They ran after Eravu’s tyre, following it down the hillside.

The tyre rolled on. It rolled past some fallen trees. It rolled through some pumpkin plants. The children laughed and ran down the hillside.

The children stopped laughing. They still ran after the tyre, but they didn’t laugh. The tyre had rolled into the village gardens. It rolled right over some kaukau plants. It rolled through a garden of peanuts. It stopped rolling and fell right on top of a tomato plant.

Eravu and Anton stopped running. They looked at the trail of broken plants. They looked at the tomato plant. It was broken and lying flat on the ground.

“Look,” said Anton.

“Yes, look,” said Eravu. “My tyre has broken all the plants.”

“What will we do?” asked Anton.

“It’s Mr Ravusiro’s garden,” said Eravu. “He’s my friend. I must tell him what I’ve done.”

The two boys walked slowly. They rolled their tyres back along the path. They

went to see Mr. Ravusiro. “What?” cried Mr. Ravusiro? “You damaged my garden? You bad boys!” he shouted. Eravu and Anton looked at each other. They were very unhappy.

“Bad boys!” shouted Mr Ravusiro again. Then he looked at the two boys. They both looked very sorry. Suddenly, Mr Ravusiro laughed. “No, he said. “You’re not bad boys. You’re good boys. You came and told me the truth! You’re good boys.” The two boys looked up.

“We’ll help you plant some new vegetables,” they said smiling.

---

## (Term 4, Week 1)

### A Bad Monster

A long while ago a monster lived in New Zealand. He was like a man, but he had the head of a dog. He had skin like a fish. He was an ugly monster.

The monster lived in a cave. He had five angry dogs. They were ugly too, and every dog had two heads. The monster ate people. His ugly dogs ran after people and caught them.

One day the monster was in the bush with his dogs. He saw a line of people coming.

They walked on the narrow road through the bush. .

“I’ll hide in the trees. They won’t see me,” the monster said. “Be quiet, dogs! Lie down!”

The line of people walked by the trees.

“Stay here dogs!” said the monster. “We’ll catch the last one in the line.”

The last one in the line was a girl. She was beautiful. The monster saw her.

“It’s a girl,” he said. “She’s beautiful. I won’t kill her. I won’t eat her. I’ll catch her, and I’ll take her to my cave.”

The beautiful girl’s name was Hina.

“Catch her, dogs!” said the monster. “But don’t hurt her.”

The dogs ran in front of Hina. She saw them, and she was afraid. The dogs had big, sharp teeth.

Her friends didn’t see or hear the dogs. They walked away through the bush.

“Oh!” said Hina. “They’re going to eat me.”

“Be quiet!” said the monster. Hina was very afraid.

“You must come with me. You must come to my cave,” the monster said, and he picked her up. ‘

“Put me down! Stop touching me. Your skin is like a fish,” she said.

“Be quiet,” said the monster. “You must come with me.” The monster took the girl to his cave.

“Stay in my cave,” he said. “If you run away, my dogs will eat you.”

Hina’s friends looked for her, but they didn’t find her.

“She’ll come back to the village,” they said. “Let’s go home”.

They went back to the village. Hina wasn’t there. The people were very sad. Hina was a happy and beautiful girl.

Hina was at the cave with the dogs and the monster. Next day the monster went to the river near the cave.

He said, “Stay here in the cave, Hina. I’ll get some water. My dogs will stay here. I’ll tie this rope to your hair too. Then you won’t run away.”

Every day the monster went to get some water. Then one day he said, “I’m tired today. You can get the water, Hina. I’ll tie this long rope to your hair. Then you won’t run away.”

Hina went to the river. She sat down by the river and she looked at the water. She was very sad. The monster sat in the cave. He had the end of the rope in his hand He said, “She isn’t moving,” and he pulled the rope.

“It’s time to go home again,” said Hina sadly. “I’ll come here again tomorrow.”

One day, she saw a little old canoe in the grass by the river. She looked at the inside of the canoe. It had one small hole in it.

"I'll push a small stick into that hole. The water won't come in. Then I'll paddle the canoe to our village," she said. "Oh! There's the monster again. He's pulling my hair."

She got some water, and she went back to the cave. Next morning Hina went to the river.

She said, "The monster is tired today. He went away yesterday and he was very late. He's asleep now, but he'll wake up in a little while. I'll tie this rope in my hair to this long grass here. He'll pull the rope and it will move. He'll think it's my hair."

Then she pushed the little canoe into the water. She jumped into the canoe and she paddled away.

The monster was awake. He pulled the rope.

"Yes," he said, "pretty Hina is still there. She's still there, but she isn't moving. Come here, Hina," he said.

He pulled the rope again. He pulled it hard but Hina didn't move.

"I'll go to the river," he said. "Come on, dogs!"

He ran to the river. Hina wasn't on the end of the rope. She wasn't there.

"Where is she? That old canoe is missing. I can't catch her now. Let's go home," he said to the dogs.

They went back to the cave.

---

## (Term 4, Week 2)

### New Clothes

Ria's father makes copra. He always sells his copra at the trade store in town. Ria sometimes goes with her father when he sells the copra.

One day Ria's father called her. "Ria! Do you want to come with me?" he asked. "I'm going to Rabaul to sell the copra today."

"Oh, yes please, Father," replied Ria.

"May I come too?" called Ria's small brother, Toito.

Father drove to the trade store. The two children were very happy. They enjoyed going out with their father. They reached the store and the children sat under a shady tree.

Father took the truck into a large shed. Some men weighed Father's copra. Soon Father called them. "Toito! Ria! I'm ready." The children looked up and there was Father. He was smiling and holding a lot of money in his hand.

"We'll go to town now," said Father. "What will you do in town?" asked Toito. Father smiled again. "I'm going shopping," he said. "Are you coming with me?" "Yes please," replied the two children. They ran to the truck and jumped in. They were very excited.

It was not long before they arrived at a big store. They locked the truck and walked into the store. "Are we buying food?" asked Ria.

Father took Ria and Toito to the other side of the store. The children looked. Their eyes got wide and they both started to smile. In front of them were rows and rows of beautiful children's clothes. Red dresses, blue dresses, pink dresses and yellow dresses. Green skirts, white skirts and shorts of many colours.

"Do you want some new clothes?" asked Father. "Yes please," they answered, jumping up and down. Ria looked at all the beautiful dresses. "May I try this one, Father?" asked Ria.

"Yes you can try it over there," said Father. There was a small room with a curtain for the door. Inside was a mirror. Ria could see herself in it. She tried on a yellow dress. It was too small. She tried on a blue dress. It was beautiful.

"Look, Father!" shouted Ria. "This is the dress I want."

"Do you want some new thongs, too?" asked Father.

"Yes I do," she said.

Get a blue pair Father said. A blue dress and blue thongs will look very nice. So, Ria got a pair of blue thongs.

“Father! Father!” called Toito. “I want some new clothes too.”

“Yes Toito,” said Father. “What would you like? Do you want a green shirt?”

“No I don’t,” said Toito. “I want a pink shirt and red shorts.”

“Go and try those,” he said to Toito.

Toito ran to the changing room and closed the curtain. Father and Ria waited to see Toito in his new clothes.

Suddenly the curtain opened and Toito walked out. Father and Ria started laughing. Toito had put all the new clothes on top of his old clothes. He looked very funny.

“Toito!” said Father, still laughing. “Take off your old clothes first. Then put the new clothes on.” Toito ran back to the changing room. Very soon, he came out again. This time, he had his new clothes on and held the old ones in his hand.

“That’s better,” said Father. “Yes, you look really smart Toito,” said Ria.

Father said, “We’re going to find something for mother. We’ll pay for all the clothes. Then we’ll go home.” They find a pretty laplap for mother.

Father paid for all the new clothes. The lady put the children’s old clothes into a big plastic bag with mother’s new laplap.

“Good,” said father. “Now we will go home.” They walked outside into the hot afternoon sun. They got into the truck and started driving towards their village.

“Do you like your new clothes?” asked Father.

“Oh yes,” the children answered. They were happy and excited about going home with new clothes.

---

### (Term 4, Week 3)

#### Nuegu’s Pig

Nuegu’s wife had a white pig which she had reared from a piglet. He had grown into a big fat pig and she hoped to sell him at the market. But all the time Nuegu was thinking of a way to get the fat pig and eat it.

One day, as soon as he heard his wife returning from the market, he climbed into bed, pulled the blanket over him and began to groan and rub his stomach.

“What troubles you my husband?” asked his wife. “Oh! Oh!” groan Nuegu. “The pain is killing me.” His wife was very worried for he appeared to be very ill and she urged him to visit the doctor.

The very next day Nuegu got up early and left the house, but he only pretended to visit the doctor. When he returned home, he said to his wife, “The doctor says that I must take a white pig up the hill, kill it and eat it all by myself, otherwise I may die”

At these words, Nuegu’s wife became very angry. “I reared that white pig from a piglet,” she said. “Now that it is big and ready for market, you tell me I must kill it!”

“Well,” replied Nuegu in a huff, “if you don’t believe me, go and ask the doctor but go now or tomorrow may be too late!”

At once Nuegu’s wife set out to visit the doctor. Now Nuegu knew that every morning the doctor paid visits to people at home who were too sick to go his surgery. So as soon as his wife was out of sight, Nuegu left the house, took a short cut by the forest track and arrived at the doctor’s surgery long before his wife got there.

Quickly he disguised himself and put on the doctor’s long white coat. Then he sat behind the doctor’s desk and waited. Some time later his wife arrived and thinking that Nuegu was the doctor, she told him all about the pig.

“Ahem! Aha! I see your problem,” said Nuegu, trying to sound as clever as the doctor. “But if your husband does not eat the white pig, he may die.”

Nuegu’s wife wept and she pleaded, but at last she agreed to give Nuegu the pig. When she returned home there was Nuegu in bed, tossing and groaning as if he was in a fever.



“Oh! Oh! I’m sure to die,” he moaned. And indeed he looked so ill that his wife went quickly to the pig pen and brought the pig for Nuegu. Before you could say, Crick! Crick! Nuegu was out of bed leading the pig up the hill.

He lit a wood fire and put on a large pan filled with water and some herbs. While he was waiting for the water to boil, he decided to go down to the river to catch some fish to add flavour to the pig stew.

The first time Nuegu put his hand in the river, he caught nothing. The second time he put his hand in the river, he caught nothing. But the third time something caught hold of his hand and started to pull him in.

Nuegu tried to free himself but could not. He pulled and pulled – and suddenly, up came Mapapire, the river snake, holding fast to Nuegu’s hand.

“Nuegu,” said Mapapire, “if you give me some of what you’re cooking up on the hill, I’ll let you go.” “But I haven’t got anything cooking, Mapapire,” replied Nuegu. “That smoke you see up there is from some trees the wood cutter is burning on the hill.”

“Nuegu,” said Mapapire, “I watched you all morning so I know you are cooking something. Take me up there if you want to live.”

Well, in the end Nuegu had to give in and the two of them went up the hill. When Mapapire saw the fat white pig tied up to a tree, and smelled the herbs in the boiling water, he flicked his tongue greedily and said, “Nuegu, let me soften the pig for you. He will cook quicker and we will enjoy him sooner. Nuegu did not trust Mapapire but the snake was bigger and stronger than he was, so he agreed.

Mapapire swallowed the pig in one gulp. Now Nuegu was really angry. He was so angry that he called to Eagle who was flying overhead, and told him to grab Mapapire and take him high up into the sky. So eagle swooped down and took Mapapire in his big strong claws.

“How high shall I take him?” asked Eagle. “High, high up,” called Nuegu. Eagle flew a bit higher and then called to Nuegu, “How much higher?” “Much, much higher,”

shouted Nuegu.

Eagle was now flying so high in the sky, that he could no longer hear Nuegu. Besides, Mapapire was getting heavier and heavier, so at last Eagle had to drop him.

Down, down, down dropped Mapapire. The wind blew him this way and that way and at last he dropped plop, squash, right in the pig pen where Nuegu’s wife was sitting crying over the loss of her pig.

Imagine her surprise when she saw her fat pig wriggling out of the belly of the dead snake.

He was quite unhurt and as fit for market as ever. That is just where she took her pig straight away.

---

## (Term 4, Week 4)

### Toiledi

There was once a poor widow who lived in a hut at the edge of the forest with her four children.

She liked her three daughters — Raevo, Kila and Asi — but she did not care for her son, Toiledi. Yet Toiledi was obedient and worked hard in the vegetable garden in front of the hut, while his sisters quarrelled and fought among themselves all day. They made fun of Toiledi because he was kind to the birds and animals of the forest, and always saved some of his food for them.

Every Friday the widow set out for the village market where she sold the fruit and vegetables from her garden. Everyone rushed to buy her yams, sweet potatoes, mangoes, pawpaws, peas and beans, and soon her basket was empty. With the money she received she bought food to take home and filled her basket with all sorts of good food.

When she returned to the hut, she stood outside and sang:

“Raevo, come here,

Kila, come here,

Asi, come here,

Leave Toiledi behind.”

As soon as the three daughters heard

the song, they ran to unlock the door, pushing Toiledi aside as the mother did not want him. Then the food was shared. But Toiledi's portion was always the smallest.

In the forest lived a man called Mwadiga who was feared by all the villagers. He was an ugly man, with a deeply scarred face, fiery red eyes and arms and legs that were huge and round, with claw like hands and feet. Mothers warned their children to keep away from the forest, for whenever a child disappeared, it was whispered that Mwadiga had stolen it, though no one could prove this was true.

One Friday, when the widow returned from market, Mwadiga, who had been hunting, happened to be nearby. Looking through the bushes, he heard the widow's song and saw the three daughters run out to greet their mother. Mwadiga could hardly restrain himself from rushing forward and grabbing the three girls there and then, but he was as cunning as the wild animals which he hunted in the forest. He settled down to wait.

The next Friday the widow again set out for the market. After some time had passed, Mwadiga crept up to the hut and sang in a high voice:

“Raevo, come here,

Kila, come here,

Asi, come here,

Leave Toiledi behind.”

The three daughters ran to open the door, but Toiledi said, “Sisters, sisters, do not go out. That is not Mama's song.” And he stood in front of the door and would not let them out even though they tugged and pulled until they were exhausted. When the children did not open the door, Mwadiga hid in the forest until the mother returned. But he stayed close by to listen carefully to the song.

The following Friday the mother set off once more for the village, and after a little while Mwadiga crept up to the hut and sang in a high voice:

“Raevo, come here,

Kila, come here,

Asi, come here,

Leave Toiledi behind.”

The three daughters ran to unlock the door, but Toiledi said, “Sisters, sisters, do not go out. That is not Mama's song.”

They tugged and pulled and scratched him but he stood fast in front of the door, and at last they fell down exhausted.

Once more Mwadiga crept away into the forest when they did not open the door, but he waited close by until the mother returned.

At last Friday came. Mwadiga's eyes gleamed with excitement as he waited. No sooner had the widow left, than he crept up to the hut and sang in a high voice:

“Raevo, come here,

Kila, come here,

Asi, come here,

Leave Toiledi behind.”

Toiledi stood in front of the door and begged his sisters not to go out. Their mother had just left. How could she be back so soon? But they tugged and pulled and scratched and kicked him so hard that he fell to the ground, senseless.

They ran out to greet their mother, but there was Mwadiga waiting for them. He threw them into his sack, slung it over his shoulder and off he went into the forest where he lived. By the time Toiledi came to his senses, Mwadiga was far, far away. Toiledi called his sisters, but only the birds cheeped back at him. When his mother returned from the village and he told her what had happened, she was very sad. Toiledi said, “Do not cry, Mama. I will go and look for my sisters and bring them back to you.”

At first his mother begged him not to go. “Son, you are all that I have now,” she said. “I cannot lose you too.”

But Toiledi pleaded with her until she agreed. So she packed him some of the food she had brought back and sent him off with tears in her eyes. Toiledi walked for a long time and he walked far. He walked all day and, as night fell, he saw a light in the distance. As he approached it, he came to a hut half hidden by trees and creepers. Inside he could

hear his sisters crying.

What could he do? He could not rescue them without help. As he stood under tree thinking, an owl overhead hooted and nearly frightened him out of his wits. At that moment he thought of a plan. He could ask his friends, the birds and animals of the forest, to help him.

Much later that night, as the moon climbed down the mountain, the stillness of the forest was shattered by a horrible noise. Mwadiga was startled out of his sleep as the sound grew louder and louder and came nearer and nearer, like the shrieks of a hundred demons coming after him. He rushed out of his hut like a hunted animal and ran deep into the forest, over the mountains, anywhere away from that terrible noise.

What was that noise? It was the sound of owls hooting, frogs croaking, wild cats yowling, wild pigs snorting and grunting, parrots screaming and birds chirping and whistling. They had all come to help Toiledi.

So Toiledi returned home with his sisters. His mother was so proud of him that, if he hadn't been such a sensible child, he would have been thoroughly spoiled.

And for all we know Mwadiga is still running!

## (Term 4, Week 5)

### Peni and the Kookaburra

In Australia there are some strange animals and some strange birds. There are some very dangerous snakes too.

The strangest bird is called a Kookaburra. It makes a strange noise. The noise is like laughing. When people hear a Kookaburra laughing, they sometimes think it is laughing at them. Sometimes this makes people angry.

A Kookaburra is a very useful bird, because it kills snakes. When it sees a snake on the ground, it flies down very quickly. It picks up the snake in its beak and flies into the air with it. When the Kookaburra is high up in the air, it drops the snake. The bird flies down again and again. Each time it picks up the snake, flies into the air and drops it again.

At last the snake dies. In Australia people love Kookaburras because they kill snakes.

Here is a story about a boy and a Kookaburra. Peni was a boy who lived in Papua New Guinea. When he was twelve, his parents sent him to school in Australia. Pen had a good friend called Johnny, who was an Australian boy. Johnny lived at school but his home was on a farm. During school holidays Peni stayed with Johnny and his family on the farm.

One day Peni and Johnny went for a walk in the bush. While they walked, they talked. Suddenly they heard a noise.

"Look, Peni!" shouted Johnny. "There's a kangaroo hopping through the bush." "Yes," said Peni, "I can see it."

"Look! There's another following the first one." Peni ran after the kangaroos. He did not see a hole in the ground. He fell into the hole and hurt his head.

Johnny started laughing. Suddenly Peni heard a strange noise. It was a kookaburra laughing. Peni was angry. "Be quiet, you silly bird," he shouted. "Stop laughing at me. I'll throw a stone at you. I'll kill you."

"Stop! Stop!" said Johnny. "Don't hurt that bird. It isn't laughing at you. It doesn't know it's laughing. You mustn't kill kookaburras. We aren't allowed to kill them. They're useful birds because they kill snakes. The Australian people love Kookaburras."

"Alright," said Johnny. "I won't kill it, but I don't like it." After that Peni always says. "I hate Kookaburras."

A week later, Peni and Johnny went for another walk in the bush. Peni put his foot on a stick. The stick broke with a loud noise. Suddenly they heard a noise in the grass. "What's that noise?" asked Peni. "Is it a kangaroo?"

"No," said Johnny. "I think it's a snake."

The two boys stood still. A long brown snake crawled out of the grass. It was angry. It slid across the ground in front of the two boys. "Stand still," said Johnny "Don't move. If we stand still, it will go away. If we move, it will bite us."

But the snake did not go away. It

stayed in front of the boys. It lifted its head. It was angry and it was ready to bite. Peni wanted to run away but Johnny held his arms. The boys were afraid.

Suddenly a kookaburra flew down. It darted down and caught the snake behind its head. It darted up into the air with the snake in its beak. Then it dropped the snake on the ground. It did the same thing over and over again. At last the boys could see that the snake was dead. The kookaburra darted away, flew up into a tree and laughed loudly.

All the kookaburras in the trees started laughing loudly. They laughed and laughed and Peni and Johnny laughed too.

Peni picked up a stick. He picked up the snake with the end of the stick. "Let us take it home," said Johnny. "We'll show it to my father."

Johnny's father took a photograph of Peni. Peni held up the snake with a stick. It was two meters long.

Peni wrote a long letter to his family and put the photograph in the letter. He drew a picture of a kookaburra. Under the picture he wrote a sentence – This is the bird that saved my life.

"Johnny," said Peni, "do you remember what I said last week?"

"Yes," said Johnny, "I remember. You said you didn't like kookaburras. You said you hated them. Do you like them now?"

"Yes, I do," said Peni. "I love them. That kookaburra saved my life."

---

## (Term 4, Week 6)

### The Legend of the Shark Prince

Some time ago a traveller came to a village on a small island. The villagers were friendly, so the traveller decided to stay with them. They told the man many stories. This is one of the stories they told him.

Long long ago there was a school of sharks swimming near our island. The sharks saw people working in their gardens and they saw children running and playing on the beach.

"Those people look very happy," said one of the sharks. "I'd like to live with them on their island."

The God of the Sea heard the shark speaking and he decided to let the shark have his wish. He called the shark to him. The God of the Sea said some magic words and then shark turned into a man.

"Now you may leave the sea," said the god. "You may live on the island for a year but at the end of the year you must come back to your home in the sea."

The shark man went to the island. The people of the island were friendly, so they let the shark man live with them. They were not afraid of him, because he looked like them and he knew how to speak their language.

The king of the island had a beautiful daughter and soon the princess and the shark man were married. The shark man and his wife lived happily together but the shark man often heard the villagers talking about him and this worried him.

"Who is this man? He is not a man from our island. He came here and married our princess. We must watch him carefully," he heard them saying.

The princess had a baby boy. The princess and the shark man loved their little son very much. But when the boy was only a few weeks old the parents found that there was a shark's fin growing on the boy's back.

"You must never let anyone see our son's back. He must always wear a shirt," said the shark man to his wife. The shark man was worried, because he knew that there was not much time left. "In a few weeks I must go back to my home in the sea," he told his wife. The princess was very unhappy, but she knew that there was nothing she could do.

One night the villagers heard a strange voice calling. It was the sea god calling the shark man. "I must go now," said the shark man to his wife. He dived into the pool. He swam along a tunnel and out into the sea. When he reached the sea, The God of the Sea met him and turned him back into a shark.

The shark stayed near the island for many years. He often heard children playing on the beach and he often thought about his

son, the shark prince.

The shark prince was a fine young boy and his mother was very proud of him. He always wore a shirt. Only he and his mother knew about the shark's fin. They told nobody else about it.

But one day the shark prince tore his shirt on a branch and the village children saw the fin. They picked up sticks and stones and threw them at the poor shark prince. "You aren't a person," they shouted. "People don't have fins. You look like a person, but you have a fin, so you're really a fish. You aren't a person, so you can't live here. You're a fish so you must go and live in the sea."

The poor shark prince started running to his home and the village children ran after him. When they reached the pool the shark prince dived into it. He swam along the tunnel and out into the sea. When he reached the sea, his father and the God of the Sea met him and turned him into a small shark.

The legend of the shark prince is a very, very old story, but the people of that island believe that it is a true story. When they see sharks swimming near the island, they tell their children about the shark prince who, long, long ago, lived on their island.

---

## (Term 4, Week 7)

### Jane's New Dress

One day, Mother said to Jane, "Take this basket of peanuts to the market and sell them."

"Yes, Mother," said Jane. "Please may I wear my new dress?"

"You may wear your red dress if you do not spoil it," said mother. So Jane took off her old dress and put on her new one. It was a pretty dress. Jane liked it very much.

Then she set off to the market in her new red dress with a basket on her head. "Keep to the path," called mother. "Do not go into the bush. You must not go into the bush by yourself. It is not safe."

"No, mother I will not go away from the path. I will do as you told me," said Jane.

Jane walked along the bush path. It was very hot and the path was dusty. She heard some children playing in the river.

"I wish I could swim in the river too," said Jane. "I will have only one swim. Then I will take the peanuts to the market."

She was a bad girl. She forgot that her mother said, "Do not go into the bush." She left the path and went towards the river. There were tall trees in the bush. Suddenly two bad boys jumped on Jane's back. They took away her basket. They hit her. She fell on the ground.

One boy ran away into the bush with her basket of peanuts. The other boy hit Jane again and tore her dress. Poor Jane! She sat up and cried. Then she got up and ran all the way home.

"Mother! Mother!" she said. "Two bad boys tore my new dress and stole your peanuts." Mother was angry with Jane. "Why did you go into the bush?" she said. "I told you not to leave the path. You are a bad girl. Now your dress is spoilt and you have not sold the peanuts for me.

When father came home from the farm, he was angry too. "You know you must ask your mother before you swim," he said. "It is not good to go into the bush alone. Now you are sad and I am angry. You must always do as you are told."

"I am sorry," said Jane. Jane went to bed that night but she couldn't sleep. She cried because her mother and father were angry with her.

A big storm began. The rain fell and fell. It did not stop. Jane said to herself, "This rain is very heavy. If it does not stop soon it will make the river too full. Then the river will overflow."

Still Jane did not sleep. She heard the rain falling and the river flowing. Then she felt water at her feet. She stood up and when to the door. The river had come to the village!

"Mother! Father!" she shouted. "The river is here! The rain has made the river overflow."

Father ran outside and called the men in the village. But they did not hear him. They

were asleep in their houses. Father shouted again and hit the doors of the men's houses with a stick.

"Wake up! Wake!" he said. "The river will spoil all our houses." Then all the people in the village woke up. They opened their doors and said, "We will take our beds and blankets and clothes up the hill. The water cannot spoil them there."

They lit their lamps. Everybody carried things up the hill. They took their beds, buckets, blankets, clothes and books up to the top of the hill.

The water came into the village. Some of the houses had water on the floor. The chickens sat on the roofs. The dogs and goats went up the hill with the people. Jane sat under a tree, in the rain, on the hill.

"Oh, Father!" she said. "Mr Joseph has gone to Kerema. His house is empty. He has a lot of cloth in his house. Can we save it for him?"

"Yes!" said Father. "His house is empty. I forgot that Mr Joseph is away." Father called some of the men. "Come and help me save Mr Joseph's cloth," he said to them.

The men broke open the door of Mr Joseph's house. He had cloth to sell. It was in a big box on the floor. Jane helped the men carry the box to the top of the hill.

"Mr Joseph will be glad you saved his cloth," said Mother. In the morning the rain stopped. The river went away. The sun began to shine. "

The flood has gone," said all the people. "We must clean our houses and dry our blankets."

---

## (Term 4, Week 8)

### A Bad Hill

It was Saturday. Manu and Patu were at Manu's house. They were outside. "We aren't going to school today. What shall we do?"

"It's sunny, but I don't want to go fishing and I don't want to swim," Manu said.

"Let's climb the hill over there. My

father doesn't like that hill but I want to climb it. Then we can look at the villages and the reef," said Patu.

"Alright. We'll climb the hill. We'll sit down at the top of the hill and we'll look at the island," said Manu.

The two naughty boys didn't tell their mothers. They told nobody and they went away. They went to the bottom of the hill. Patu said, "We'll push through the bush here. Then we can climb the hill."

The two friends climbed through the bush. They climbed the hill. It was hot and they were slow. Then Manu said, "Look up there. I can see the top. We're near the top of the hill." Then the two boys climbed to the top of the hill.

"I can see the village and our house down there," said Patu.

"Where's your house?" said Manu.

"It's over there," said Patu.

"Oh, yes. That's your. I can see it now," said Manu.

"I can see the wharf and the Post Office," said Patu.

"And I can see the reef too. It's good up here. You can see all the villages," said Manu.

"Let's go down again, I'm hungry," said Patu. "Let's run down." The two boys ran down. Patu was in front of Manu. "Oh! Manu, I'm falling. I'm falling down," said Patu.

"Where are you, Patu? I can't see you," said Manu.

"Oh! Oh! I'm over here. I'm in the trees, and I can't walk," said Patu.

Manu ran to Patu. Patu said, "Oh! My leg! I think my leg's broken. I can't walk. Will you look at it please, Manu?"

"Yes, your leg is bad. I think it's broken too," said Manu. "I'll tie two straight sticks to your leg. Then your leg will be straight. Sit still now."

"But you can't carry me. I'm heavy," said Patu.

"I'll tie these sticks to your leg. Then I'll

run to that house over there. Sioni lives there. He'll help to carry you", said Manu.

Manu ran through the bush. He came to the road. Then he ran to Sioni's house. Sioni saw him and he said, "What's the matter with you, Manu? Why are you running?"

"Patu has broken a leg, Sioni. He's in the bush over there. I can't carry him. Will you help me to carry him, please?"

"Certainly," said Sioni. "Let's go there now."

They ran into the bush. Sioni saw Patu by a tree. He saw Patu's leg and he said, "You can't walk. We'll carry you to my truck, Patu."

They went back to Sioni's house. His truck was near the house. "We can put some mats on the back of the truck. Patu can lie on the mats. You can sit there with him, Manu. Then we'll go the hospital," said Sioni.

They went to the hospital in the truck. They saw the doctor and he said, "Yes, Patu has a broken leg. You're a good boy, Manu. His leg is still straight."

Patu said, "Please Manu, my mother and father will be angry. They don't like that hill. Tell them about my leg, please."

Manu went to Patu's house. Patu's mother saw him coming. She said, "Where's Patu? He's late."

Manu wasn't happy, but he told Patu's mother about Patu. He said, "We went to the top of the hill. I saw Patu falling. He's at the hospital now. He has a broken leg."

"Oh! Oh! What can I do?" said Patu's mother. "Please, don't cry. He's at the hospital. He wants to see you," Patu said.

They told Patu's father. Patu's father and mother went to the hospital. They saw the doctor. Then they went to Patu's room.

Patu said, "Don't cry, Mother. I'm happy here. I like the doctor and this is a good hospital. I'll stay here today and I'll come home tomorrow. Are you angry, Father?"

"I'm not angry," said Father. "We want to help you, Patu. But you were naughty boys. You mustn't climb that bad hill again."

## (Term 4, Week 9)

### Ari's First Flight

Ari turned and looked around the sky line. "Don't worry. It will be here soon, Ari," said his father. "Your uncle will meet you in Tapini. It's good that you have someone to meet you. But Ari, I don't want you to ask uncle to help you all the time. You must look after yourself."

"Yes," agreed mother. "You're going away to High School. You must look after yourself now."

"I will, said Ari. "I will."

At last they heard a noise in the distance. They all looked up and saw a small black dot coming nearer and nearer.

"It's the aeroplane," said mother. "It's here. Ari, get your suitcase and your bilum."

"It's all right," said father. "I'll put the suitcase and the bilum in the hold. Ari can take his small bag on the plane."

The aeroplane made its last turn and landed on the airstrip. The aeroplane left the airstrip and bumped across the grass. It stopped near Ari and his parents. There was a lot of noise. Ari put his hands over his ears. So did Mother and Father. The pilot stopped the engines and got out of the plane.

"Hello," he said. "I've got one passenger to pick up. Who is it?"

Mother and Father both looked at Ari. "It's me," said Ari. "I've never been on an aeroplane before."

The pilot smiled. "You'll enjoy it," he said. "It won't take us very long."

Father gave the pilot Ari's suitcase and bilum. The pilot put them in the hold. "Come on, young man," he said, "Let's go."

Ari turned to say goodbye to his parents. Mother was crying. She put her arms around him. "Ari, my son. Oh, Ari. I'm so unhappy. You're going away from your mother. Oh, Ari," she cried.

Father pulled Ari away and Ari saw that tears were rolling down his father's face. "Father!" said Ari, as he too, started to cry. "My little boy," Father said. He wiped his tears

with the back of his hand. “Go now Ari. Work hard and be a good boy.”

Ari ran to the aeroplane. The pilot was waiting. Soon Ari was sitting in his seat. He fastened his seat belt and the pilot started the engines. The pilot checked all the clocks. Soon the aeroplane was moving slowly to the other end of the airstrip. The pilot turned the aeroplane and suddenly they were racing down the airstrip. The whole aeroplane seemed to rattle. Trees flashed past the window. Suddenly, Ari felt a pushing feeling in his chest. He looked out of the window and saw that they were off the ground. They were climbing into the air. He looked back and saw his mother and father waving. They got smaller and smaller until he couldn't see them anymore.

Ari's stomach felt strange. He was nervous and excited at the same time. He watched out of the window and saw tiny trees, small houses and smoke curling up. He looked up and saw they were nearly in the clouds. “I'm like a bird,” thought Ari. “Flying is good fun.”

The aeroplane started to fly down, lower and lower. Ari looked ahead and saw the airstrip below them. “That was quick,” thought Ari. “We're here already.” The aeroplane flew down and down. Ari could see the trees rushing past the window. He felt the aeroplane bump. He looked again and saw that it had landed.

The pilot drove the aeroplane to a little coconut palm hut. He stopped the engines and got out of the plane. He walked to the hut and started talking to a man there. They were both looking at some papers. Ari looked around. He got out of the aeroplane. His father had told him to look after himself. Ari thought he should try to find his school. He went to the aeroplane and opened the hold. He got his suitcase and bilum. He looked at the pilot to say goodbye. The pilot was still busy talking. So, Ari started walking up the track, away from the aeroplane. He walked and walked. It was very difficult with the heavy case and bilum. He put them down.

“Where's my uncle? How can I find my new school?” Ari picked up his case again and walked on. He heard the aeroplane taking off in the distance. The sun was hot. The suitcase was heavy. The bilum was full of

food. It was too heavy. Ari was tired. He saw some village women walking on the track. They were going to the garden.

“Excuse me,” said Ari. “Where's the school?”

“School?” answered one of the women. “Which school? There's a Community School here. But you're too big for Community School.”

“Oh no,” replied Ari. “I'm going to Tapini High School. I came on the aeroplane.” The women laughed. “This isn't Tapini,” they said. “This is Fane.”

One woman looked at Ari. “I think you got off the aeroplane in the wrong place,” she said. The woman was very kind. She helped Ari carry his bags back to the airstrip. “You wait here,” she said. “That aeroplane will come back again this afternoon. Don't go away. Wait for the aeroplane.”

Ari sat down in the shade. He felt very tired and frightened. He put his head on his bilum. Slowly, he fell asleep. Suddenly, Ari woke up. There was a loud buzzing noise. What was it? Ari sat up and looked around. The aeroplane was already on the ground. It was coming right up to the hut. Ari jumped up. The aeroplane stopped and Ari was pleased to see the same pilot. “Hello,” called Ari.

The pilot jumped down and walked across to Ari. “Hello there,” said the pilot. “Are you all right? You got off the aeroplane at the wrong place, you know!”

“I know,” said Ari. “I was silly. Next time I will ask first.” The pilot laughed. “It's O.K.,” he said. “This flight will take you to the right place. Let's put your bags in the aeroplane again. Come on.”

Soon they were up in the air, flying high. This time they flew right over the mountaintops and Ari could see white, fluffy clouds below them. They started to fly down, following the valley. The pilot pointed out of the window. Ari looked. There, sitting on the side of the mountain, was an airstrip. All around it were houses and buildings.

“Tapini!” shouted the pilot above the noise of the engines. Ari looked again. He saw a tall flag pole standing in the middle of neat buildings. “That's my new school,” thought



Ari.

They landed safely at Tapini and Ari looked out of the window. He saw his uncle and two cousins looking for him. He waved and they smiled and waved back.

Very soon, Ari was telling his uncle all about his mistake. Uncle was laughing and so were his two cousins. Ari was still frightened and felt like crying. Suddenly, Ari laughed too. His mistake was something to laugh at, now he was safe.

## (Term 4, Week 10)

### Uvau and the Golden Coconuts

Uvau and his mother lived in Samoa. They lived in a little house. They had one pig. It was time for dinner. Uvau's mother cooked some bananas and two little fish. Uvau's mother was Miriama. Miriama was sad. She said, "My son, our land isn't good. Our plants don't grow well. We have no food. We have no money. Now we must sell our pig."

Uvau said, "I'll sell the pig, Mama."

Uvau was awake the next morning. It was early. He went to sell the pig. He walked on the road. The pig walked next to him. Uvau said to the pig, "Who'll buy you?"

Uvau looked down the road. He saw an ugly old woman. The old woman stopped in front of Uvau. She said, "Where are you going with that pig?"

Uvau said, "I want to sell my pig."

The old woman laughed at him. "You can't sell that pig. You can't count money. You can't count to ten." She laughed and laughed.

Uvau was angry because the old woman laughed at him. He looked at the old woman's basket. He saw coconuts in it. He said, "I can count your coconuts. I can hold ten coconuts in my arms."

The old woman said, "Oh! You're a smart boy. Look at these coconuts."

Uvau looked at the coconuts. They were not brown. They were shiny, yellow coconuts. They were pretty, but they didn't look like coconuts. He touched them. He wanted them. The old woman laughed again.

"You may have them. Give me your pig."

Uvau picked up the coconuts. The ugly old woman walked down the road with the pig. Uvau went home. He was happy and smiling. Uvau called his mother. "I'm here," he said.

Miriama asked, "Where is the money? Did you sell the pig?"

Uvau said, "I have no money. I have ten coconuts. An old woman has the pig now and we have her coconuts."

Miriama was angry. "I don't want any coconuts. I want some money. Uvau, you are a bad boy." She picked up the coconuts. She went outside and she dropped them in the bush. Uvau was sorry. He went to the plantation. He worked on the plantation, then he went back home.

Miriama did not talk to him because she was angry. That night she said, "Go to your mat and lie down."

Uvau was very sad. He wanted to talk. After a long time he went to sleep.

He woke up. It was morning. Uvau jumped up from his mat. He listened. What did he hear? Did he hear a lot of birds singing? He looked outside. He rubbed his eyes. He saw a lot of birds and a lot of new trees. Uvau went outside. He looked up. The trees were very tall. He walked to a tree. He started to climb. He climbed and he climbed. He climbed to the top of the tree.

Uvau was in a village. He said, "Can a village be at the top of these trees?" He looked around. The houses and trees and plants were different. They were shiny gold. Uvau saw golden houses. He saw golden trees and plants. Then a boy came out of a house. The boy said, "Welcome to your village."

Uvau asked, "My village?"

The boy said, "The ugly old woman put the golden coconuts in your hands. Now, the Golden Village is yours. I want to be your friend. My name is Kone."

Uvau said, "My name is Uvau. We can be friends. Look at all these shiny coconuts. Look at these golden trees and house. They're very pretty." Uvau smiled at his new friend.

Kone said, "You have some golden coconuts. They're like money. You can buy a lot of things."

Uvau was excited. "Yes, I must take some to my mother. She was angry yesterday. She threw the coconuts away because she wanted money for the pig. I'll tell her about buying things with these coconuts."

"Gold is like money." Kone said, "You mustn't tell her about the Golden Village."

Uvau said, "I won't tell her about it." Uvau was very happy. He said, "I want to go home now." He climbed down the tree.

Miriama was in the house. "Where were you?" she asked. "I looked and looked for you."

Uvau didn't tell her about the Golden Village. He said, "Look! These are golden coconuts. They're like money. We can buy things with them."

Miriama was happy. She said, "I can buy some taro and fish. I can buy a new laplap for you. I can buy some chickens." She was excited. She picked up the golden coconuts. She went to the store.

### 3. Listening Games

#### Alphabetical Sequence

##### Instructions

1. One pupil starts by saying, "My truck is loaded with **axes**."
2. The next pupil says a sentence using a **b** word, e. g. My truck is loaded with **books**.
3. Continue through the alphabet. The students see how far they can get without stopping. If they have trouble, the teacher should help.

##### Variations

The game may be played as a whole class or in groups.

#### Simon Says

##### Instructions

1. Students stand in a space.
2. Give the students an instruction, e. g. Simon says, Pat your head.
3. The students follow the instructions when the teacher says 'Simon says' but do nothing if they are given an instruction without it, e.g. Jump up and down.
4. If the student does the wrong thing, they are out.
5. Continue the game until only one or two children are left.

##### Variations

A student can give the instructions.

More than one instruction could be given at a time.

#### Face to Face

##### Instructions

1. Put the students in pairs.
2. Each pair stands facing each other. (If there is an uneven number, make one group of three.)
3. Give commands which the students must obey, e. g. Stand back to back. Run around each other. Shake hands three times. Touch each other's shoulders. Turn right around. Touch your toes.
4. Start with one command. As the students improve, increase the number of commands.
5. Suddenly shout, 'All change!' and everyone must quickly get a new partner.
6. Carry on with the commands.

##### Variations

One or two students may give the commands rather than the teacher.

**Knock! Knock!***Instructions*

1. Choose one student to be the judge.
2. The judge stands at the front of the room with their back to the class.
3. Touch another student – the visitor.
4. The student stands behind the judge and knocks on the floor (or a desk).
5. The judge asks, 'Who is knocking?'
6. The visitor replies, 'Good morning, judge.'
7. The judge tries to guess who it is. They may have one guess.
8. If the judge is correct, they may stay judge. If they are incorrect, the visitor becomes the judge.

**What Am I?***Instructions*

1. Divide the students into groups.
2. The leader says, for example, I end with – ook. Students read me. What am I?
3. The next student writes down the answer/or they may say it.
4. If it is correct, the student scores a point.
5. The student then says, for example, I am used for sweeping. Many people use me. What am I?
6. Continue in this way until all the students have had their turn.
7. The player with the most points is the winner.

**Animal Sounds***Instructions*

1. Sit the class in a circle.
2. Choose one students to become 'It' (send him outside).
3. Choose seven students.
4. Give each student an animal name, e. g. pig, snake, cow, goat, dog, rooster, cat.
5. It comes in and sits in the middle of the circle with their eyes closed.
6. Call out pig.
7. The student that is named pig grunts like a pig.
8. It must try and identify the name of the person who made the pig sound.
9. If it can't, then they are out.
10. If it guesses correctly, they can have another turn at being it.
11. The animal people can disguise their voices to make it difficult for It.

*Variations*

The game can be played in groups.

Other sounds can be used.

## What's the Time Mr Wolf?

### Instructions

1. Choose one student to be Mr Wolf.
2. Mr Wolf stands in front of the rest of the class, facing them.
3. The class call, "What's the Time Mr Wolf?"
4. Mr Wolf says, "It's \_\_\_\_\_ o'clock" (fill in a time).
5. The class take that many steps forward, e. g. "It's four o'clock" – the students take four steps.
6. The students keep asking the time and the wolf answers.
7. If the wolf calls, "It's dinner time" the students run back into the safe area while the wolf chases them.
8. Any students caught by the wolf, join him as chasers in the next game.

### Variations

The game may be played in groups.

## Hens and Chicken

### Instructions

1. Choose one student to be the hen. The hen leaves the room.
2. Tap three children on the shoulder to tell them they are chickens.
3. All the students cover their mouths.
4. The hen comes back into the room and says, "Cluck, cluck."
5. The chickens reply, "Peep, peep," without covering their mouths.
6. The hen listens and taps a student on the head if they think it is a chicken. If it is the student stands up.
7. After three guesses, the hen must sit down and be replaced if they have not found the three chickens. If they have found them, they get another turn.

### Variations

Any animal could be used.

The hen could be blindfolded.

## Who Was What?

### Instructions

1. Choose four to eight players to stand in rows across the front of the room. (Start with a low number, e. g. 4 when students are not used to the game. When they get better at it, build up the number).
2. Name a *colour* to each student standing at the front while the other students in the class watch and listen.
3. Then the students in their seats close their eyes and put their heads on their desks (or bow their heads).
4. The players standing at the front change places.
5. The students open their eyes.
6. Point to one child at the front.
7. The students in the seats put up their hands if they remember that student's colour. Choose a student to guess.
8. If the student is correct, he/she takes the place of the player. If not correct, the player stands out the front.
9. Do the same with all the students at the front.

### Variations

Other words can be used instead of colours, e. g. animals, food, spelling words etc.

### One Word

#### Instructions

1. Divide the class into two groups.
2. One group moves to the back of the room and sits down.
3. The other group put their heads down on their desks so they can't see.
4. Choose one student to be the leader in the back group.
5. The leader points to someone, 'It', in the back group without saying who it is.
6. The leader says something like, 'It' is wearing a red shirt or 'It' has long hair etc.
7. 'It' then says one word from the sentence out loud e.g. red. It may disguise its voice i.e. make it high, low, funny.
8. Those students in the desks raise their hand to guess who it was. Three students have a guess.
9. If someone guesses correctly, they become the leader and the other group now sit with their heads down.
10. If no one guesses, a new leader is chosen from the same group and the game continues.

### Jack-in-the-Box

#### Instructions

1. The students find a space on stand on their own.
2. Choose a student to be the leader.
3. If the leader says, 'Jack-in-the-Box', the students squat down.
4. If the leader says, 'Jack-out -the-Box', the students stand up.
5. Frequently the leader will call.

### What Is Missing?

#### Preparation

Gather several common objects, e.g. pencil, book, stone. Put them on a table and cover them.

#### Instructions

1. Show children the objects.
2. Choose one child to leave the room.
3. Take one object away from the table.
4. The child returns and must guess what is missing.
5. Continue the game with other children.

#### Variations

Increase the number of objects on the table.

Take away two objects.

## Guessing Game

### Instructions

1. Choose one child to be the guesser. The guesser faces away from the blackboard.
2. Write another child's name on the blackboard. When the class have seen it, rub it off.
3. The guesser turns round.
4. Three children give the guesser a clue, e.g. *He is a boy. He is tall. Sometimes he wears a blue shirt.*
5. The guesser gets one guess at who it is.
6. If the guesser is right, they have another turn. If the guesser is wrong, another child takes their place.

## Come to the Circle

### Instructions

1. The children sit in their desks and listen carefully for their turn to come and sit on the floor in a circle.
2. Say, "Come to the circle if your first name begins with r."
3. Those children come and sit on the floor.
4. Continue, using other letters of the alphabet, until all the children are on the floor.

### Variations

Use the first letter of the last name.

Use the last letter of the first name.

Use the colours of the children's clothes.

## Hokey Pokey

### Instructions

1. Arrange the children in a circle — outside if possible.
2. Sing the song and do the actions together.

### Verse 1

Put your right hand in  
 Put your right hand out  
 Put your right hand in  
 And shake it all about  
 You do the hokey pokey  
 And you turn yourself around  
 And that's what it's all about.

Other verses change the underlined part with:

left hand  
 right foot  
 left foot  
 right side  
 left side  
 head  
 whole self

Note: Action for 'You do the hokey pokey' is hand on hips and wiggle.

## Using Opposites

### Preparation

Write two columns of words of opposites on the blackboard, e.g.

here	on
inside	old
in	under
behind	there
above	no
boy	outside
yes	girl
new	in front of

### Instructions

1. Divide the children into two teams.
2. The first player from team one chooses a word from the first column and puts it into a sentence, e.g. I am standing here.
3. The first player from team two puts the word's opposite into a sentence, e.g. He is standing there.
4. Continue down the teams, putting the words into sentences.

## Fun with Words

### Preparation

Write on the blackboard two lists of words. In one column write sentence beginnings and in the other column write sentence endings, e.g.

<b>A</b>	<b>B</b>
The cuscus	planted some taro
Mama and I	flew up high.
The bird	wagged its tail.
The dog	climbed a tree.

### Instructions

Put the children in groups.

The children take it in turns to read a full sentence, e.g. The cuscus climbed a tree.

## Rhyme Time

### Preparation

Prepare some two line rhymes, e.g.

Look, Oh look  
At my new (book).  
or  
Hop, hop, hop  
I just can't (stop).

### Instructions

1. Read the first rhyme.
2. Children suggest an ending word that fits, e.g.  
Look, oh look  
At my new book.  
or  
Look, oh look  
At my new hook.
3. Do the same with the other rhymes. Accept any reasonable answer.



## Memory Game

### Instructions

1. Put the children in groups.
2. The leader of the group begins the game, e.g. "I went for a walk and I saw a bird."
3. The next person in the group repeats the sentence and adds to it, e.g. "I went for a walk and I saw a bird and a pig."
4. Each person who has a turn must say what was said first and then add their own words.
5. The game ends when each child has had a turn.

### Variations

Keep the game going round and round the group and see how far you get.

## Merry-Go-Round

### Preparation

Draw a circle on the blackboard and write a letter for each seat of the merry-go-round.

### Instructions

1. Put the children in groups.
2. Each player takes a turn giving a word which begins with a letter on the merry-go-round. If the player does so correctly, the seat is his.
3. The child with the most seats is the winner.

### Variations

Final letters and blends may also be used.

More seats can be added.

## Listen and Draw

### Preparation

Have paper for the children to draw on, or the children could use sticks in the sand.

### Instructions

1. The teacher, or leader, gives an instruction.
2. The children draw what the teacher says, e.g. "Draw a triangle on the left hand side of the page near the top. Now draw a circle under the triangle." etc.

### Variations

The number of instructions can be varied.

The activity can be done in pairs, groups or whole class.

## Action, Please!

### Instructions

1. Give an oral direction and choose a child to follow it, e.g.  
Mele, walk to the window.  
Ito, walk slowly to the blackboard.

### Variations

Two or three directions may be included as children get better at the game.

The game may be played in groups.

## What Are They Doing?

### Instructions

1. Choose one child to mime an action in front of the class, e.g. waking up. If the child cannot think of an action, the teacher should suggest one.
2. The children guess what is happening. They may have a turn if they guess correctly.
3. When the correct guess has been made, the whole class repeats the action together.
4. Try to encourage full sentence answers, e.g. He is waking up.

### Variations

The game may be played in groups.

The mime can be extended to a series of actions.

## Animal Sounds

### Instructions

1. Choose one child to imitate an animal's sound, e.g. A bee buzzing, a frog croaking.  
If the child cannot think of an animal, the teacher should suggest one.
2. The other children try to guess what the animal is.
3. When someone guesses the right answer, choose a different child to have a turn.

### Variations

The game may be played in groups.

## Chinese Whispers

### Instructions

1. The teacher or leader whispers a sentence to a child, e.g. "I am going to the market today."
2. That child whispers what he/she heard to the next child
3. The message gets passed along in this way to all the children
4. The last child stands up and tells everyone what he was told.  
Compare that to the message the teacher or leader gave at the start.
5. Children may be told the message only once.

### Variations

The game may be played in groups.

## The Store

### Preparation

Write on the blackboard the sounds to be used for the game.

### Instructions

1. The teacher tells the children what sound to use e.g. **p**.
2. The first child starts the game by saying, e.g. "I went to the store and I bought potatoes."
3. The next child must use the same sentence but change the last word to another one that begins with the sound being used, e.g. "I went to the store and I bought pawpaw."

### Variations

The game may be played in groups.

Initial sounds, final sounds or blends may be used.

**Hello, How Are You?***Instructions*

1. Choose one child to stand facing the blackboard.
2. Next, point to another child in the class.
3. That child stands up and says, "Hello, \_\_\_\_\_ how are you?" using the other child's name.
4. The child facing the blackboard says, "I'm very well thank you, \_\_\_\_\_," and says the name of the child who asked the question.
5. If the child is correct, they may stay out the front. If the child is wrong, someone else may have a turn.

*Variations*

The child may disguise their voice.

The child may move to another part of the room, other than their desk.

**Object***Instructions*

1. Someone thinks of an object, e.g. a pencil.
2. The other children ask questions about the object, e.g. Where do you keep your object? What is your object made of? Is your object big? Can we eat your object? Do you wear your object?
3. After a question session, children may guess what the object is.
4. Whoever guesses it correctly may have the next turn at thinking of an object.
5. The object can be anything, e.g. the post office, the store, the teacher's shirt, the moon.

*Variations*

Instead of an object, a verb may be used, e.g. dance, swim, sing, climb. Questions could take the form of, e.g. Can everybody do it? Do you do it very often? Where do you do it?

**How Many Bounces?***Preparation*

Get a ball.

*Instructions*

1. The children close their eyes (or turn their backs)
2. Bounce the ball (or hit something with a stick), e.g. four times.
3. The children listen and count silently.
4. Ask one child how many bounces there were.
5. If the child is correct, they may have the next turn to bounce.

*Variations*

The game may be played in groups. More children get a turn this way. The ball may be bounced in sections, e.g. twice, then pause, then four times. The correct answer would be "two, then four."

As above, but the correct answer would be six.

**Give Me!***Instructions*

1. Choose one child to be “it”.
2. “It” pretends to have something hidden in his/her hand. “It” says, “I have something hidden in my hand. What will you give me for it, \_\_\_\_?” (using the name of one of the children in the class).
3. That child says, ‘Give me the ball and I’ll give you a book.’
4. “It” says, “I haven’t got a ball. What will you give me for it, \_\_\_\_?” (using another child’s name).
5. That child says, “Give me the pencil and I’ll give you a book.”
6. Continue until someone guesses what “it” is pretending to hold.
7. The correct child, now has a turn at being “it”.
8. The children may use any nouns.
9. Encourage the use of complete sentences.

*Variations*

Have a box of real objects, e.g. chalk, leaf, pencil, flower. “It” can take something out of the box without letting anyone see it.

The game may be played in groups.

“Give me!” can be changed to other phrases that the children may need to practise, e.g. “Let me have!” “Show me!”

**I Spy - sound***Instructions*

1. Choose one child to stand and say, “I spy with my little eye, something beginning with **e**.” (It must be something that can be seen in or outside the room.)
2. The other children guess what it is.
3. The child that guesses correctly now has a turn to say “I spy...,” using any letter they wish.

*Variations*

The game may be played in groups.

You can change the letter to a sound, e.g. “I spy with my little eye, something that has the sound /ee/ in it.”

You can change the letter to a description, e.g. “I spy with my little eye, something made of wood.”

**Guess What It Is?***Instructions*

1. Choose one child to be ‘it’.
2. The child thinks of an object in the room, e.g. chalk.
3. The child describes the object using clear, correct sentences.
4. Other children guess what it is.
5. If a child gets the answer correct, they may have the next turn.
6. If no one can guess the answer, the child may have one more turn before another ‘it’ is chosen.

*Variations*

The teacher may place a number of objects on the table and let the children choose from these.

**Face to Face***Instructions*

1. Put the children in pairs.
2. Each pair stands facing each other. (If there is an uneven number, make one group a group of three.)
3. Give commands which the children must obey, e.g. “Stand back to back,” “Run around each other,” “Shake hands three times,” “Touch each other’s shoulders,” “Turn right around,” “Touch your toes.”
4. Suddenly shout, “All change!” and everyone must quickly get a new partner.
5. Carry on with the commands.

*Variations*

One or two children may give the commands rather than the teacher.

**Knock! Knock!***Instructions*

1. Choose one child to be the judge.
2. The judge stands at the front of the room with their back to the class.
3. Touch another child — the visitor.
4. The child stands behind the judge and knocks on the floor (or a desk).
5. The judge asks, “Who is knocking?”
6. The visitor replies, “Good morning, Judge.”
7. The judge tries to guess who it is. They may have one guess.
8. If the judge is correct, they may stay judge. If they are incorrect, the visitor becomes the judge.

*Variations*

Two visitors could say, “Good morning, Judge,” together.

The visitor may stay in their seat, in the room, or ask the children to all change seats.

**That’s It!***Preparation*

Write the week’s vocabulary on the blackboard.

Make up a list of words including the week’s words — but with others mixed in as well, or a story using the week’s words.

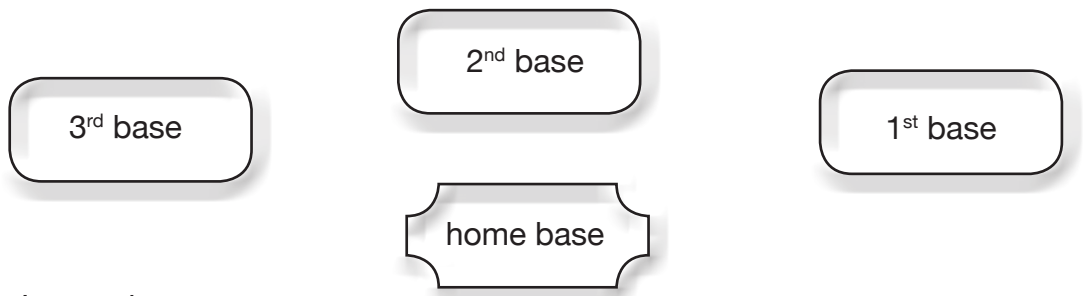
*Instructions*

1. Read the words on the blackboard to the children.
2. Get some children to put the words into sentences.
3. Slowly read your list of words or story to the children, while they watch the words on the blackboard.
4. When you read a word that is on the blackboard, the children put their hands up.
5. Choose one child to go to the board. They point to and say the word you have said. Then the whole class says it. (If the child points to the wrong word, say the word again and get another child to point to it.)
6. At the end, go through the words the children missed and get them to find them on the blackboard.

## Word Softball

### Preparation

Draw a diagram of a softball diamond on the blackboard. Write one of the week's vocabulary words in each base.



### Instructions

1. Read through the week's vocabulary.
2. Get children to put words into sentences.
3. Divide the children into two teams. The children sit in their teams.
4. The first batter from Team A starts with the word in 1st base. The batter reads the word.
5. If the batter is correct, they then read the word in 2nd base.
6. Carry on in this way. If the batter can get the whole way round, they score a run for the team.
7. If the batter fails on any base, they're out.
8. When a team has three outs, or when every player has had a turn, the next team has a chance to bat.

Note: Quickly change the words for each new batter. Use the week's vocabulary plus any revision words.

## Word Snap

### Preparation

Write the week's new vocabulary in a circle on the blackboard. (If there aren't many new words, use some words from previous weeks.)

Write each of the words on a flashcard or flashboard.

### Instructions

1. Read slowly through the words in the circle on the blackboard.
2. Read through a second time with the children joining in.
3. Hold up the flashcards one by one and read them to the children.
4. The children repeat the word after you have read it.
5. Divide the class into two teams.
6. Hold the first flashcard up to the first word in the circle.
7. If it doesn't match, the children say nothing. They then move the flashcard to the next word in the circle.
8. If the word matches, the children call "Snap!" The first team to call "Snap!" gets a point (as long as they're correct).
9. If someone in the team can also say the word, the team can have another point.
10. Do the same with the other flashcard words.
11. The team with the most points wins.

## How Many Steps?

### Preparation

Choose 6-8 words the children should know, e.g. the week's reading vocabulary.

Draw the path/s on the floor with chalk (one path for each group).

Write the words on the path/s, e.g.

green	too	time	near	today	happy	Sunday	inside	found	higher
-------	-----	------	------	-------	-------	--------	--------	-------	--------

### Instructions

1. Read through the words.
2. Get some children to put the words into sentences.
3. Divide the children into groups.
4. All the children sit on one side of the room, near the beginning of the path.
5. One child stands next to the first word. Don't let the child stand on the path or the words will be rubbed off. If the words are on the blackboard, the child can stand under the first word.
6. The child reads the first word. If they're wrong, they sit down. If the child is correct, they step to the next word.
7. The child keeps going until they reach the other side.
8. The child sits on the other side and another child has a turn.
9. Continue in this way.

## Word Bingo

### Preparation

Write the week's vocabulary on the blackboard.

Have paper or flashboards for the children to write on (any scrap paper will do).

### Instructions

1. Read the words on the blackboard to the children.
2. Get some children to put the words into sentences.
3. Put the children in pairs (or threes).
4. The children write four of the words on the blackboard onto their paper, (one piece of paper per pair, or three). They may choose any four words they like.
5. Call out one of the words on the blackboard. Then say it again and circle it.
6. If the word is on the children's list, they cross it out.
7. Call out another word and the children do the same thing.
8. When a group has heard all their words and crossed them out, they call out "Bingo".
9. Check their paper and if it's correct, that group wins.

### Variations

After the first time, the game can be played in groups with a leader in each group to call out words.

## Spy the Word

### Preparation

Write the week's vocabulary on the blackboard.

### Instructions

1. Read the words on the blackboard to the children.
2. Get some children to put the words into sentences.
3. Say, "I spy with my little eye, the word \_\_\_\_\_", (using one of the words on the blackboard.)
4. Choose a volunteer to point to the word on the blackboard and say it.
5. If the child is correct, they have a turn to say, "I spy \_\_\_\_\_". " If they are incorrect, the teacher has another turn.

### Variations

After the first few times, this game may be played in groups.

The children can point to the word, say it, and put it into a sentence.

You can say "I spy with my little eye, a word beginning with \_\_\_\_\_",

and the child

has to point to the word and say it.

## Matching

### Preparation

Write the week's vocabulary on the blackboard.

Make two sets of the week's vocabulary on flashcards or flash boards. (If there aren't many words, include some revision words.)

### Instructions

1. Read the words on the blackboard to the children.
2. Get some children to put the words into sentences.
3. Divide the class into two teams.
4. Give a set of cards to each team.
5. As many children as possible take a card — some will have to share.
6. The first child in team A holds up their word.
7. The child from team B with the matching word holds their word up as well.
8. All the children in the class read the two words aloud to see if they match. If they do, team B gets a point for matching correctly.
9. Now it is team B's turn to hold up a word.
10. The child from team A with the matching word holds their word up as well.
11. All the children in the class read the two words aloud to see if they match. If they do, team A gets a point for matching correctly.
12. Continue in this way till all the words have been used. The game may then be played again.

### Variations

The teacher could point to a word on the board and the child from each team with that word must come up and match it. If they are correct, they each get a point.



## Reading

### 1. Essential Reading Skills

Reading experts have identified five essential skills that children must learn in order to become good readers. Without these five foundation skills, a child will not become a good reader. It is important that teachers in the early grades make time to teach and help students to practise these skills every day. Being able to read well requires a grasp of the following five basic skills:

Reading skill	Explanation	Content	Comments
<b>Phonemic awareness</b>	Instruction designed to teach children to break apart the sounds in words.	In grades 3-5 revise the sounds learned in Elementary Grade 2 and teach other unfamiliar or difficult English sounds.	This is an oral pre-requisite to phonics and one of the best predictors of later reading success. Research indicates that poor phonemic awareness is a major underlying cause of reading difficulty.
<b>Phonics</b>	Instruction designed to help children understand and apply their knowledge of how letters are linked to sounds.	Sounds shown in slash marks by their most common English spelling (e.g. /p/ and /sh/).	The goal of teaching students phonics is to teach students to decode unfamiliar words easily and automatically as they read.
<b>Fluency</b>	Instruction that reinforces the ability to read with speed, accuracy and expression.	Daily opportunities for reading practice.	Easy word recognition frees a student's attention to comprehending the text. Achieving speed and accuracy in recognizing words is reading fluency
<b>Vocabulary</b>	Instruction to increase oral and print knowledge of words.	New vocabulary words linked to stories read. Vocabulary development can be achieved through reading, direct instruction and student-centred activities.	Teachers should use a Word Wall to help children learn sight words and new vocabulary.
<b>Comprehension Literature</b>	Instruction that teaches children to actively engage with and derive meaning from texts.	Various activities to help students engage with texts.	Comprehension involves understanding what is read, what is meant and what is implied.  Understanding the meaning or point of the text is the essence of reading.

(Source: National Reading Panel, 2000)

## 2. Text Types: Information For Teachers

Text Type	Forms	Cultural Purpose	Writing Process Structures and Features
<b>Narrative</b> (Imaginary & Factual)	Poetry Fable Myth Story Song Personal recount Historical recount Fairy tale	To entertain, inform, teach To develop the reader's imagination To encourage reflection	<b>Structure</b> Sequence of actions Beginning (orientation) Middle (complication) End (resolution) <b>Features to focus on</b> Characters Action verbs Tense Words to do with time Descriptive language Who is telling the story? (point of view) <b>Information Narrative features</b> Factual information Vocabulary on the topic
<b>Information Narrative</b>	Speech Poetry Song – social comment Cartoon		
<b>Transaction</b>	Survey Complaint Apology Greeting card Interview Letter	To negotiate To make thinking clear To compare To keep relationships strong	<b>Features to focus on</b> Involves others Identify the people or groups involved Vocabulary related to the occasion
<b>Recount</b>	Personal Factual Imaginative Biography Auto biography Historical recount	To retell an event To describe To inform	<b>Structure</b> Setting/occasion Sequence of events Personal comment/responses Includes anecdotes/recounts <b>Features to focus on</b> Characters Action verbs Past tense Pronouns Use of description Includes personal comments and opinions on what happens

Text Type	Forms	Cultural Purpose	Writing Process Structures and Features
<b>Report</b>	Information report Descriptive report Investigative report Scientific report	To classify and describe To compare To record feelings and observations	<p><b>Structure</b> Focus on groups of things Opening general statement Facts about the topic are grouped together</p> <p><b>Features to focus on</b> Short, clear language Present tense Formal purpose of objective Technical/scientific terms Organisation of information</p>
<b>Procedural texts</b>	Directions Instructions Message Recipe Rules for games	To command or to direct behaviour	<p><b>Structure</b> Sequence of actions or steps to direct behaviour Focuses on a general audience Basic structures include</p> <ul style="list-style-type: none"> <li>• Goal</li> <li>• Materials</li> <li>• Method</li> </ul> <p><b>Features to focus on</b> Use of headings and diagrams Use of action verbs Present tense Use of imperatives Detailed information Vocabulary related to the task and process</p>
<b>Persuasive text</b>	Discussion Argument Advertisement Letter to the editor Cartoon	To persuade To express an opinion To describe To inform or advise	<p><b>Argument</b> Issue and opinion Points to support opinion Recommendations for action Summing up and restating position</p> <p><b>Discussion</b> Identify the issue Arguments for and against the issue Conclusion which includes opinion and recommended plan for action.</p>

Text Type	Forms	Cultural Purpose	Writing Process Structures and Features
<b>Explanation</b>		To explain how or why things happen To describe	<p><b>Structure</b></p> <p>Statement about what is to be explained</p> <p>Sequenced explanation about how or why things happen.</p> <p>Use of definitions and descriptions</p> <p>Focus of explaining is on the process rather than the object of thing</p> <p><b>Features to focus on</b></p> <p>Cause/effect relationship</p>

### 3. The Reading Process

#### Guided Reading

The process for reading helps teachers and students focus on activities before, during and after reading. This model should help the students with their reading, in particular their fluency, comprehension and motivation

#### Step 1: Before you read

Before you read, encourage students to:

- look
- talk
- share
- predict

#### Step 2: During reading

During reading encourage students to:

- join in with the reading.
- read on or read back.
- use picture clues.
- use context clues to clarify the meaning of unknown words.
- use word attack strategies to read words.
- use knowledge of phonics to read unknown words.

#### Step 3: After reading

After reading encourage students to:

- talk
- think
- share
- compare
- substitute
- analyse
- extend beyond the text.

## Paired Reading

Some different approaches for paired reading are suggested below:

- **Partners take turns** to read a sentence, paragraph or page.
- **Choral reading** – the two readers read aloud together.
- **Echo reading** – a good, fluent reader reads a section of text, and a less fluent reader echoes (repeats) what has been read.
- **Reading aloud** – the fluent reader reads aloud to model good reading habits (the less fluent reader listens).
- **Small group reading** – in groups of 4-5, students read aloud together, take it in turns to read or listen to a fluent reader.

There are many benefits of paired reading:

- Students feel more comfortable when reading with another student.
- Students get lots of reading practise.
- Teachers can assess students when they are reading.

## After Reading

### Reading Games

These games can be used as warm up activities or for revising sounds and words. Games are a great way to a making reading lesson fun.

Game	Resources	How to play
<b>I Spy</b>	None	Think of an object. Say: <i>I spy with my little eye something beginning with /p/ ...</i> (say the beginning sound the word). Students guess which object you are thinking of.
<b>Flash Card Dash</b>	Set of up to 10 flashcards of words from the reading lesson	Show students the flashcard words one at a time. Read them together. Next, ask the students to read each card on their own. Change the card order and play again.
<b>Show Me</b>	Individual chalk boards, picture flashcards	Show students a picture or say a word. Ask: <i>What is the first/last sound?</i> Students write the letter on their chalk board. Say: <i>Show me.</i> Students show their chalk boards. Check everyone has the correct sound. Repeat with another sound.
<b>Bingo</b>	Individual chalkboards	Students draw six boxes on their chalk board and write a sound in each box. Show picture flashcards or read out words. If one of their sounds is in the word, students cross it off their board. To win, a student must cross off all their sounds. The winner shouts "Bingo!"
<b>Word building</b>	Individual chalkboards	Write a list of letter sounds on the blackboard (for example: ay, ie, oo, oa, l, t, r, m, d, p, n, s). Say the first word and ask students to sound it out in their head first, and then write the word on a chalkboard (e.g. <i>day</i> ).

Game	Resources	How to play						
<b>Sound whispers</b>	None	Ask the students to stand in a circle. Tell them that you are going to whisper a sound in the ear of the person next to you. They will then pass the sound on by whispering it to the student next them and so on. Continue until everyone in the circle has listened to the sound. Repeat with a different sound and student to start.						
<b>Frieze</b>	None	Point to letters written on a frieze (see example below). Ask students to tell you the sounds as you point to them. Speed up, gradually! You could also ask a student to be teacher. Increase or decrease the number of sounds, depending on the skill level of your students. <table border="1" data-bbox="547 551 1327 658"> <tbody> <tr> <td>s</td> <td>p</td> <td>i</td> </tr> <tr> <td>a</td> <td>t</td> <td>n</td> </tr> </tbody> </table>	s	p	i	a	t	n
s	p	i						
a	t	n						
<b>Simon says (sounds)</b>	None	Students stand up. Tell them they are going to play 'Simon says'. Do some examples (e.g. <i>Simon says put your hands on your head, Simon says touch your nose</i> ). Remind students that they should only follow the instructions if you say <i>Simon Says</i> . Give another instruction without saying <i>Simon Says</i> . Once the students have got the idea of the game, tell them they are going to play it by sounding out the last word. (e.g. <i>Simon says put your hands on your /f/ /ee/ /t/</i> . <i>Simon says touch your /n/ /oa/ /s/</i> . Touch your /ear/ /s/. etc).						
<b>Show me (dictation)</b>	Chalkboards or paper	Read out some words (for example, words from a story that students have been reading). Ask the students to write the word on a chalkboard or a piece of paper. Give them a time to write the word and say: <i>Show me!</i> The students hold up their words for you to check.						

### Other after reading activities

1. Students add to the text (e.g. write the next sentence).
2. Students make up sentences using words from the text.
3. Students draw pictures to go with a story, or draw characters from a story.
4. Students write a story using words they know (e.g. a shared writing experience with the teacher).
5. Students match word cards with words in the text.
6. Students role play different parts of the text, or different characters.
7. Students identify words from the text with jumbled letters (e.g. hpis = ship).
8. Sentence building: students make sentences using a list of words from the story (and other words that students recognise and can sound out). The sentences can be silly and make no sense! For example:

the	it	girls	is
hot	ran	wet	a
up	today	hill	cat

Example sentences:

- The dog is wet.
- Today, the boys ran up the hill.
- The wet dog ran up a hill today.

## 4. Phonics: Sounds and Graphemes Chart

Sound	Written as ...								
/n/	<u>n</u> et	d <u>nn</u> er	<u>kn</u> ee						
short /a/	<u>a</u> nt	ca <u>t</u>	<u>a</u> xe						
/t/	<u>t</u> en	ki <u>tt</u> en	do <u>ub</u> t	ki <u>ck</u> ed					
/p/	<u>p</u> ot	ha <u>pp</u> y	ho <u>p</u>						
(short) /i/	<u>i</u> nsect	ti <u>n</u>							
/s/	<u>s</u> un	me <u>ss</u>	<u>c</u> entipede	vo <u>ic</u> e	ho <u>us</u> e				
/c/	<u>c</u> up	<u>k</u> ite	du <u>ck</u>	<u>ch</u> ristian					
/d/	<u>d</u> og	hi <u>dd</u> en							
(short) /e/	<u>e</u> gg	le <u>g</u>	sp <u>re</u> ad	sa <u>id</u>	fr <u>ie</u> nd	an <u>y</u>			
/m/	<u>m</u> an	ha <u>mm</u> er	co <u>mb</u>						
/r/	<u>r</u> at	ca <u>rr</u> y	<u>w</u> rite						
(short) /u/	<u>u</u> mbrella	cu <u>t</u>	to <u>u</u> ch	so <u>m</u> e	fl <u>oo</u> d	w <u>o</u> n	do <u>e</u> s		
/h/	<u>h</u> ut	<u>w</u> hole							
(short) /o/	<u>o</u> n	do <u>g</u>	w <u>a</u> nt	co <u>u</u> gh					
/g/	<u>g</u> et	bi <u>gg</u> er	<u>gh</u> ost	<u>g</u> uard					
/b/	<u>b</u> at	ra <u>bb</u> it							
/l/	<u>l</u> ip	fu <u>ll</u>	li <u>tt</u> le						
/v/	<u>v</u> an	gi <u>v</u> e	<u>v</u> alley						
/x/ sound /ks/	bo <u>x</u>	<u>x</u> -ray							
/y/	<u>y</u> am	<u>y</u> oyo							
/z/	<u>z</u> ebra	ea <u>s</u> y	dr <u>izz</u> le	fr <u>ee</u> ze	pl <u>ea</u> se				
/q/ sound /kw/	<u>q</u> uick	<u>q</u> ueen							
/sh/	<u>sh</u> ip	<u>s</u> ugar	o <u>ce</u> an	sta <u>ti</u> on	spe <u>ci</u> al	ma <u>ch</u> ine			
/ch/	<u>ch</u> urch	<u>ch</u> icken							
/j/	<u>j</u> ump	<u>g</u> inger	br <u>id</u> ge	ora <u>n</u> ge					
/th/ (voiced)	<u>th</u> is	<u>th</u> em	<u>th</u> at						
/th/ (unvoiced)	<u>th</u> umb	<u>th</u> ree	<u>th</u> row						
/ng/	so <u>ng</u>	th <u>in</u> k	tha <u>n</u> k						
/oy/	<u>oy</u>	<u>oy</u>	<u>bo</u> il	<u>so</u> il					

Sound	Written as ...								
f	<u>f</u> ish	stu <u>ff</u>	<u>ph</u> one	cough <u>h</u>					
/ee/ (long e)	<u>fe</u> et	me <u>e</u>	happy	<u>ea</u> t	chie <u>f</u>	money	ceiling		
/oo/	co <u>o</u> k	pu <u>t</u>	w <u>ou</u> ld	w <u>o</u> lf					
/oa/ (long o)	go <u>oa</u> t	go <u>o</u>	fl <u>ow</u>	vo <u>te</u>	to <u>o</u> e	mo <u>st</u>	th <u>ough</u>	se <u>w</u>	
/ar/	st <u>ar</u> t	he <u>ar</u> t							
/ou/	hou <u>se</u>	co <u>w</u>	pl <u>ou</u> gh						
/or/	do <u>or</u>	mo <u>re</u>	so <u>rt</u>	fo <u>ur</u>					
/ay/ (long a)	da <u>y</u>	na <u>il</u>	ga <u>m</u> e	stea <u>k</u>	the <u>y</u>	we <u>igh</u> t	sta <u>ti</u> on	ta <u>bl</u> e	re <u>ign</u>
/ie/ (long i)	l	tie	kite	wild	night	my	bye	guide	type
/ue/ (long u)	un <u>ifo</u> rm	bl <u>ue</u>	cu <u>t</u> e	stu <u>d</u> ent	ne <u>w</u>	vi <u>ew</u>	bea <u>u</u> ty		
/er/	siste <u>r</u>	fu <u>r</u>	ea <u>rly</u>	bi <u>rd</u>	worm				
/air/	ha <u>ir</u>	the <u>re</u>	bea <u>r</u>	sq <u>ua</u> re	the <u>ir</u>				
/ooh/	do <u>o</u>	ho <u>o</u> p	vi <u>ew</u>	ru <u>le</u>					

### Phonic Terms

**Blending:** drawing individual sounds together to pronounce a word e.g. *s-n-a-p*.

**Continuous sound:** A sound that can be prolonged (stretched out) without distortion (e.g. r, s, m).

**Consonant blends:** 2 (or 3) letter consonant combinations in which both letters together make a distinct consonant sound (e.g. 'bl' in *blow* or 'cr' in *crowd*).

**Digraphs:** Two letters that represent one sound (e.g. 'sh' in *ship*, 'ch' in *chat*, and 'ea' in *seat*).

**Decoding:** The process of matching a letter (or combination of letters) to their sounds and recognising the patterns that make words.

**Grapheme:** The individual letter or sequence of written symbols (e.g. a, b, c) and the letter combinations (e.g. ch, th) that are used to represent a single sound (phoneme).



**Irregular word:** A word that cannot be decoded because either (a) the sounds of the letters are unique to that word or a few words, or (b) the student has not yet learned the letter-sound correspondences in the word (e.g. *was*).

**Letter combination:** A group of consecutive letters that represents a particular sound in the majority of words in which it appears (e.g. 'ou' in *sound, found, round*).

**Letter-sound correspondence:** A phoneme (sound) associated with a letter.

**Long vowel:** A long vowel says the name of its letter (e.g. /ay/ in *day*; /ee/ in *feet*, /ie/ in *find*, /oa/ in *boat*, /ue/ in *blue*).

**Most common sound:** The sound a letter most frequently makes in a short, one-syllable word.

**Phoneme:** A sound in a word.

**Phonemic awareness:** The ability to hear and say sounds in words.

**Phonics:** Understanding the relationship between sounds and letters, groups of letters (letter patterns) and syllables.

**Regular word:** A word in which each letter represents its most common sound e.g. *hat*.

**Segmenting:** Breaking words up words into their component phonemes to sound out and spell the word.

**Sight word reading:** The process of reading words without vocalizing the individual sounds in a word - instead students immediately recognize and read the word.

## Writing

### 1. Processes in Writing

#### Step 1: Prewriting

- Choose a topic.
- Decide who your audience is.
- Understand your purpose.
- Gather information that you need.
- Plan your ideas, layout and structure.
- Make notes and word banks

#### Step 2: Writing

- Write down your ideas.
- Use your pre-writing notes to help.
- Write in sentences.
- Concentrate on the message.
- Mistakes can be fixed later.

#### Step 3: Revising

- Read and check your writing.
- Share your writing with others.
- Does it make sense?
- Have you made good word choices?
- Do you need to add more detail?
- Do you need to make it more concise?
- Have you met the needs of your audience?

#### Step 4: Editing/Proofreading

- Fix any mistakes.
- Check punctuation.
- Check spelling.
- Get ready for your good copy.

#### Step 5: Publishing

- Write your final copy.
- Make it your best work.
- Make sure it is accurate.
- Make it look appealing.
- Include references/diagrams

## 2. Sentences

### What is a sentence?

A Sentence is a group of words that makes sense. A sentence always has a verb. Sentences can be:

Statements – *This is a book.*

Questions – *Is this your book?*

Instructions – *Read the book.*

A sentence has punctuation. It starts with a capital letter and ends with a full stop (.) a question mark (?) or an exclamation mark (!).

### Types of Sentences

#### Statements

A statement is a sentence that tells us a fact or an idea, which can be true or false. A statement ends with a full stop (.). Examples:

*I'll meet you at the train station.*

*The sun rises in the East.*

*He doesn't get up early.*

#### Questions

Questions are sentences that ask something. They end with a question mark?

Questions with the verb 'to be' put the verb in front of the subject.

Example:

Statement: *Peter is very tall.*

Question: *Is Peter very tall?*

Most questions have a helping verb in front of the subject and main verb.

Examples:

Do you like cake?

Can you jump the fence?

We can also use questions words in front of helping verbs. Examples:

Who are you?

What are you doing?

Where are you going?

When will we be there?

Why are you going?

How will we get there?

#### Instructions or Commands

Instructions or Commands take no subject as 'you' is the implied subject.

Sentences that are commands end with either a full stop (.) or an exclamation point (!). Examples:

*Open the door.*

*Finish your homework.*

*Hurry up!*

#### Exclamations

Exclamations are sentences that show strong feelings or emotions and end with an exclamation mark.

*Hurry up!*

*That sounds fantastic!*

*I can't believe you said that!*

## Sentence Structures

### Simple Sentences

Simple sentences have three parts – subject + verb + information

Subject	Verb	Information
Josie	is	a fast runner.
She	is learning	English now.
Peter and I	had	lunch in the playground.

### Compound Sentences

We can join two sentences with conjunctions (e.g. and, but, because...) to make a compound sentence.

We use **and** to join similar things:

*I have three sisters. I have one brother.*

*I have three sisters **and** I have one brother.*

In sentences with **and**, we do not repeat the subject and verb when they are the same.

I have three sisters and I have one brother

We use **but** to joint different things:

I like chicken **but** John likes pork.

I wanted to come **but** it was late.

We join sentences with **because** to give a reason.

I went to bed **because** I was tired.

### Complex Sentences

A **clause** is a group of words that is part of a sentence.

There are two types of clauses:

- **Main clause:** the main part of the sentence. It is one complete idea. The main clause can be a simple sentence.
- **Subordinate clause:** gives more information about the idea in the main clause. It is not a complete sentence on its own.
- The main and subordinate clauses are linked by a **subordinating conjunction** (e.g. which, who, although, despite, if, after, since...).

Main clause	Subordinating conjunction	Subordinate clause
Harry went to the park	because	he loves the seesaw.
I will let you go to the store	if	you come home before dark.
The boy felt much better	after	he had finished the test.

Subordinate clauses can make your writing more interesting and descriptive.

## Parts of a Sentence

### Basic English Sentence Patterns

When we make simple English sentences, we usually follow this pattern:  
**subject – verb - object.**

*Steps:*

1. Put the subject and the adjectives (such as 'fat', 'thin' etc.), or any words describing the subject, at the beginning of the sentence.
2. Put the verb and some adverbs (such as 'often', 'usually' etc.) after the subject.
3. Put the object of the verb, the adjectives or other words describing the object, and the adverbs describing the verb at the end of the sentence.

Subject	Verb	Object
Paul	often eats	biscuits.
Mary	ate	two apples quickly.
My father and mother	are eating	mangoes now.
The fat girl	has eaten	a watermelon.
That little boy	will eat	some bread soon.

### 3. Parts of a Speech

Words are classed into categories according to their use in a sentence.

	Meaning	Examples	
<b>Noun</b>	Nouns are naming words. They name a person, animal, thing, place, idea or activity.	<i>John, cat, box, school, love, rugby</i>	<u>John</u> owns a cat.
<b>Pronoun</b>	A pronoun is a word that is used instead of a noun.	<i>he, she, it, you, I, we, they</i>	John owns a cat. <u>He</u> takes good care of <u>it</u> .
<b>Possessive adjective</b>	A possessive adjective is a word used when something belongs to someone.	<i>my, your, his, her, our, your, their</i>	This is <u>my</u> book.
<b>Adjective</b>	An adjective is a describing word. It tells us more about a noun or pronoun.	<i>big, good, full</i>	John lives in a <u>big</u> house.
<b>Verb</b>	A verb is a word that tells about actions, being or having.	<i>went, poured, is, are has, have</i>	John <u>went</u> to the store. I <u>am</u> Mary. I <u>am</u> happy. I <u>have</u> a big brother.
<b>Adverb</b>	An adverb tells us more about the verb.	<i>quickly, loudly, bravely</i>	The cat ran <u>quickly</u> up the steps.
<b>Conjunction</b>	Conjunctions are joining words. They are used to link words, phrases or clauses.	<i>and, or, but</i>	John <u>and</u> the cat are playing.
<b>Preposition</b>	A preposition is a word used with a noun or pronoun to tell us location (where), time (when) or direction	<i>at, behind, on, after, before, up, in...</i>	The cat is <u>behind</u> the tree. He left <u>after</u> the game.
<b>Interjection</b>	Expresses emotion.	<i>Gosh! Wow! Super! Ouch!</i>	<u>Wow!</u> The cat is huge.

#### The parts of speech in sentences

The	young	boy	ran	quickly
<i>article</i>	<i>adjective</i>	<i>noun</i>	<i>verb</i>	<i>adverb</i>

He	ran	down	the	street	and	yelled	"Help!"
<i>pronoun</i>	<i>verb</i>	<i>preposition</i>	<i>article</i>	<i>noun</i>	<i>conjunction</i>	<i>verb</i>	<i>interjection</i>

## 4. Tenses

### What is Tense?

Tense means time. The tense of a verb tells us the time or when an action happened.

An action can happen in the present (now), in the past (e.g. yesterday) or future (yet to happen).

Tense	Aspect	Meaning	Example
<b>Present</b>	<b>Simple</b>	Actions that happen again and again, for example, in a daily routine.	I play the guitar every day. She plays the guitar every day.
	<b>Continuous</b>	Actions that are happening now.	I am playing the guitar. She is playing the guitar.
	<b>Perfect</b>	Past action with an indefinite time span.	I have played the guitar. She has played the guitar.
	<b>Perfect Continuous</b>	Action that began in the past and continues until now.	I have been playing the guitar for an hour. She has been playing the guitar for an hour.
<b>Past</b>	<b>Simple</b>	Action completed in the past.	I played the guitar. She played the guitar.
	<b>Continuous</b>	Action begun in the past - implies possible continuation after second past event.	I was playing the guitar when my friends arrived. She was playing the guitar when her friends arrived.
	<b>Perfect</b>	Past action completed before second past action.	I had played the guitar before my friends arrived. She had played the guitar before her friends arrived.
	<b>Perfect Continuous</b>	Past continuous action occurring when second past action happened.	I had been playing the guitar for hour when my friends arrived. She had been playing the guitar for hour when her friends arrived.
<b>Future</b>	<b>Simple</b>	Action will take place in the future.	I will play the guitar. She will play the guitar.
	<b>Continuous</b>	Continuous future action will continue to happen when another future action occurs	<i>I will be playing the guitar when my friends arrive.</i> <i>They will be playing the guitar when their friends arrive.</i>
	<b>Perfect</b>	Future action will be completed by the time another future action occurs.	<i>She will have played the guitar by the time her friends arrive.</i> <i>They will have played the guitar by the time their friends arrive.</i>
	<b>Perfect Continuous</b>	Future continuous action will be happening when another future action occurs.	I will have been playing the guitar for an hour by the time my friends will arrive. They will have been playing the guitar for an hour by the time their friends will arrive.

## 5. Punctuation

Punctuation makes writing clear and easy to read and understand. Punctuation marks are signs like full stops, commas and talking marks.

Punctuation type	Definition
<b>Full stop (.)</b>	Sentences end with a full stop. <i>The cuscus in the tree.</i> <i>Cut the apple in half.</i>
<b>Question mark (?)</b>	A question ends with a question mark. <i>What time is it?</i>
<b>Exclamation mark (!)</b>	Exclamations (statements of emotion and command) end with an exclamation mark. <i>I can't believe you lost your bag!</i>
<b>Capital letters</b>	Sentences always begin with a capital letter. <i>They are going to town.</i>  Proper nouns also begin with a capital letter. <i>Madang. Joseph, Parliament House</i>
<b>Commas (,)</b>	Commas show a reader when to pause. <i>After looking both ways, he crossed the road.</i>  Commas are also used to separate items in a list. <i>He grew taro, corn, beans and peas in his garden</i>
<b>Talking marks ("...")</b>	Talk marks (or quotation marks) show words that are spoken within a text <i>"My dad has a new car," said Joseph.</i>
<b>Apostrophes (')</b>	Apostrophes show where letters have been left out. <i>it is = it's, that is = that's</i>  Apostrophes also show possession or ownership. <i>The man's boots. The girl's bag.</i>
<b>Hyphens (-)</b>	Hyphens join compound words and attach prefixes to avoid confusion.



## 6. Figurative Language

Figurative language is the expressive use of language in order to achieve a particular effect. It is especially used in creative writing and poetry. Metaphors, similes, and hyperbole are all common figures of speech.

**Simile** is a figure of speech that draws a comparison between two different things, especially a phrase containing the word 'like' or 'as'.

*She is as white as a sheet.*

*Her hair was as soft as silk.*

*She was as stubborn as a mule.*

**Metaphor** is a more direct form of comparison than the simile. It does not use 'like' or 'as'. In metaphor one thing is said to be another with which it is being compared.

*She has a heart of stone.*

*He is a rough diamond.*

*She is a snake in the grass.*

**Personification** is a figure of speech in which animals, inanimate objects or abstract ideas are given human qualities.

*The sun strolled casually along the heavens.*

*The leaves danced happily in the storms.*

*Love bade me welcome, yet my soul held back.*

**Hyperbole** is a figure of speech in which emphasis is achieved by deliberate exaggeration. It can be used in everyday speech or in poetry.

He worshipped the ground she walked on.

The music was mind-blowing.

Here's the smell of blood still. All the perfumes of Arabia will not sweeten this little hand.

**Imagery** is descriptive language that usually appeals to the senses. The images may be formed by literal description or by figures of speech such as similes and metaphors. In writing it is an image made up of words.

**Jingle** is a piece of rhyming verse that is simple and repetitious in style. A jingle makes frequent use of alliteration and onomatopoeia. Set to music, jingles are commonly used in radio and television advertising.

**Alliteration** is the repetition of consonant sounds in a sequence of words. It can be used for poetic affect or in a tongue twister.

*The snake slipped slowly and silently towards its prey.*

*Peter Piper picked a peck of pickled peppers.*

**Assonance** is the deliberate repetition of identical or similar vowel sounds in a sequence of words. It can be used to reinforce the atmosphere that the words convey.

*boom-doom; growl-crown; clean-dream; hall-wall; ride-side.*

**Idiom**

A phrase or expression with a well-known meaning other than its literal meaning.

*over the moon* (delighted or excited)

*in bad shape* (in poor health)

*raining cats and dogs* (heavy downpour, raining heavily)

*sit on the fence* (avoid taking sides)

**Proverb** is a short saying that usually teaches a lesson about human behavior. Many come from Aesop's fables, the Bible and other early writings.

*Actions speak louder than words.* (Talking is easy. What really matters is your actions.)

*Practice makes perfect.* (A skill can only be mastered through practice.)

*Look before you leap.* (Do not act without considering the consequences of the action.)

**Onomatopoeia** is the use of words that are sound images: words in which the sound seems to strengthen or echo the sense. Onomatopoeia can be used to intensify atmosphere and sustain imagery.

*crack, bang, swish, plop, purr, hiss, tick, tock*

**Rhyme** is the repetition or duplication of sounds at regular intervals, usually at the ends of lines of verses.

*cloud/shroud, girl/pearl, ball/hall, nine/shine, night/white*

**Rhythm** is the pattern formed by stressed and unstressed syllables. Rhythm is especially important in poetry.

**Colloquial language** Is the language of conversational speech or writing. The speaker or writer is not required to choose standard, formal or polite words but feels free to use appropriate words from the informal elements of speech.

*fridge, TV, catch on, muck up, hassled*

## 7. Spelling and Dictation Activities

### 1. Complete the sentences using the spelling words.

doctor, dig, ball, kid, kind, boat,

1. The blue \_\_\_ is under the table.
2. Peter Piper's fishing \_\_\_ is on the sea.
3. The farmer used the spade to \_\_\_.
4. My grandmother wave \_\_\_ to her sister.
5. Be \_\_\_ to the poor.

### 2. Match the word parts to make new words.

doctor, dig, ball, kid,  
kind, boat, fall, fight,  
give, game, home, hammer

fa

ll

nd

ki

### 3. Identifying incorrect spelling words.

1. The dokta is visiting the sick man.
2. Peter Piper played with a blue bal.
3. There was a bout on the beach.
4. She went to her houm in town.

### 4. Unjumble the words from the spelling list.

1. ghtfi
2. eomh
3. mermah
4. evig

### 5. Word search for family words.

b	d	u	h	u	n	t	s
u	u	p	l	n	m	b	m
t	s	s	u	m	d	u	u
u	t	c	l	l	b	m	g
f	g	b	u	u	t	p	u

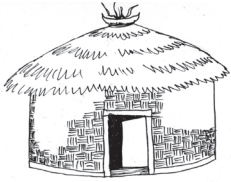
### 6. Write the sentence with the correct word.

We have a (kind, kid) friend down the road.

The carpenter borrowed the (hamburger, hammer) to work.

Two teams in a basketball team had a big (fight, flight).

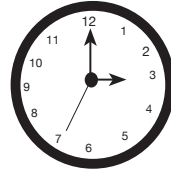
### 7. Writing in the correct spelling words to the pictures.



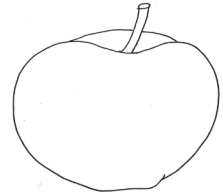
h o u se



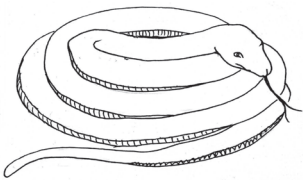
c l oud



clo \_ \_



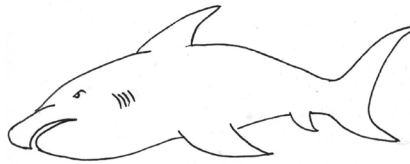
\_ \_ ple



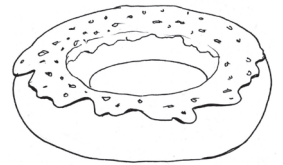
s \_ \_ ke



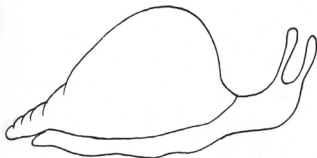
sl \_ \_ e



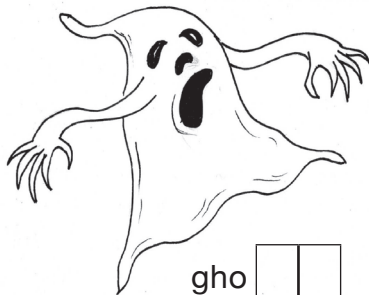
s \_ \_ rk



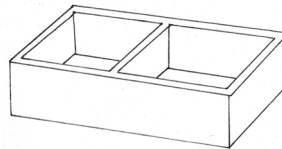
dough \_ \_ t



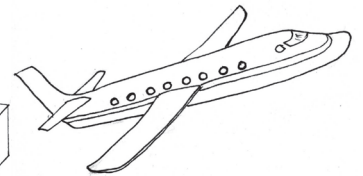
s \_ \_ il



gho \_ \_



bri \_ \_



p \_ \_ ne

**8. Write these words in alphabetical order.**

house	cloud
clock	apple
snake	slide
shark	ghost
snail	doughnut
brick	plane

**9. Write the correct word from the clues.**

1. It is used to tell the time. \_\_\_\_\_.
2. A fruit which is red and full of juice. \_\_\_\_\_
3. We use it to live in and call it a home. \_\_\_\_\_
4. It is scary and makes you feel afraid at night. \_\_\_\_\_

**10. Add AEIOU to complete a word.**

1. h\_use    2. br\_ck    3. \_pple    4. doughn\_t    5. snak\_

**11. Spelling and Dictation**

1. animal.....	6. animal.....
2. right.....	7. right.....
3. can't.....	8. can't.....
4. didn't.....	9. didn't.....
5. finish.....	10. finish.....

**12. Dictation passage**

Fold the paper so you can't see the list. Then fill in the missing words in the story below. Read each sentence twice so that the student can write the correct missing word.

*Last weekend we went to the Nature Park. I liked seeing the tree kangaroos. They are my favourite \_\_\_\_\_ (animal). The cuscus were hiding. We \_\_\_\_\_ (didn't) see them. At noon we watched the keeper give a snake its \_\_\_\_\_ (lunch). She put the food on the \_\_\_\_\_ (floor) of the cage. The snake ate the mouse \_\_\_\_\_ (straight) away.*

# Glossary

<b>Accuracy (part of fluency)</b>	Reading words in text with no errors.
<b>Analogy</b>	Comparing two sets of words to show some common similarity between the sets. When done as a vocabulary exercise this requires producing one of the words (e.g., cat is to kitten: as dog is to ____?).
<b>Comprehension questions</b>	Address the meaning of text, ranging from literal to inferential to analytical.
<b>Context clue</b>	Using words or sentences around an unfamiliar word to help clarify its meaning.
<b>Decoding</b>	The ability to translate a word from print to speech, usually by employing knowledge of sound symbol correspondences; also the act of deciphering a new word by sounding it out.
<b>Diphthong</b>	A vowel produced by the tongue shifting position during articulation; a vowel that feels as if it has two parts, especially the vowels spelled ow, oy, ou, and oi.
<b>Figurative meanings</b>	Language that departs from its literal meaning (e.g., The snow sparkled like diamonds. That child is a handful.).
<b>Grapheme</b>	A letter or letter combination that spells a phoneme; can be one, two, three, or four letters in English (e.g., i, ie, high, eight).
<b>High frequency words</b>	A small group of words (300-500) that account for a large percentage of the words in print and can be regular or irregular words (i.e., Dolch or Fry). Often, they are referred to as “sight words” since automatic recognition of these words is required for fluent reading.
<b>Homophone</b>	Words that may or may not be spelled alike but are pronounced the same. These words are of different origins and have different meanings (e.g., ate and eight; scale as in the covering of a fish; and scale as in a device used to weigh things).
<b>Irregular words</b>	Words that contain letters that stray from the most common sound pronunciation; words that do not follow common phonic patterns (e.g., were, was, laugh, been).
<b>Listening vocabulary</b>	The words needed to understand what is heard.
<b>Main idea</b>	The central thought or message of a reading passage.
<b>Morpheme</b>	The smallest meaningful unit of language.

<b>Multisyllabic words</b>	These are words with more than one syllable. A systematic introduction of prefixes, suffixes, and multisyllabic words should occur throughout a reading program. The average number of syllables in the words students read should increase steadily throughout the grades.
<b>Oral language</b>	Spoken language. There are five components of oral language: phonology, morphology, syntax, semantics, and pragmatics.
<b>Phoneme isolation</b>	Recognizing individual sounds in a word (e.g., /p/ is the first sound in pan).
<b>Phonological awareness</b>	One's sensitivity to, or explicit awareness of, the phonological structure of words in one's language. This is an "umbrella" term that is used to refer to a student's sensitivity to any aspect of phonological structure in language. It encompasses awareness of individual words in sentences, syllables, and onset-rime segments, as well as awareness of individual phonemes.
<b>Retelling</b>	Recalling the content of what was read or heard.
<b>Rhyming</b>	Words that have the same ending sound.
<b>Segmenting</b>	Separating the individual phonemes, or sounds, of a word into discrete units.
<b>Spelling patterns</b>	Refers to digraphs, vowel pairs, word families, and vowel variant spellings.
<b>Structural analysis</b>	A procedure for teaching students to read words formed with prefixes, suffixes, or other meaningful word parts.
<b>Syllable</b>	A segment of a word that contains one vowel sound. The vowel may or may not be preceded and/or followed by a consonant.
<b>Systematic instruction</b>	A carefully planned sequence for instruction, similar to a builder's plan for a house. A plan for systematic instruction is carefully designed before lessons are developed. It links across the five major areas of reading instruction (phonemic awareness, phonics, fluency, vocabulary and comprehension). Systematic instruction builds on lessons previously taught with clear student objectives driven by ongoing assessment.
<b>Vowel digraph or Vowel pair</b>	Two vowels together that represent one phoneme, or sound (e.g., ea, ai, oa).
<b>Word Study</b>	The act of deliberately investigating words (e.g., vocabulary-building exercises, word-identification practice, and spelling).

# Appendices

## Appendix 1 - Lesson Plan Template

Subject: \_\_\_\_\_ Strand: \_\_\_\_\_

Lesson: \_\_\_\_\_ Content Standard: \_\_\_\_\_

Performance Standards: \_\_\_\_\_

Objective: \_\_\_\_\_

\_\_\_\_\_

Knowledge: \_\_\_\_\_

Skills: \_\_\_\_\_

Attitudes: \_\_\_\_\_

Materials: \_\_\_\_\_

Introduction: \_\_\_\_\_

\_\_\_\_\_

Body: \_\_\_\_\_

\_\_\_\_\_

Conclusion: \_\_\_\_\_

\_\_\_\_\_

Assessment:

Assessment Method	Assessment Task	Assessment Criteria	Recording Methods



## Appendix 2 - Sample English Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 - 8:15	Assembly	Assembly	Assembly	Assembly	Assembly
8:15 - 8:30	Listening	Spelling	Spelling	Religious Education	Oral Expression
8:30 - 8:45	Spelling	Oral Expression	Listening		Health
8:45 - 9:00	Talking	Talking	Talking		
9:00 - 9:15	Wr. Sentences	Wr. Sentences	Wr. Sentences	Handwriting	Listening
9:15 - 9:30				Talking	Talking
9:30 - 10:00	Mathematics	Social Science	Mathematics	Wr. Sentences	Wr. Sentences
10:00 - 10:30	<b>Recess</b>				
10:30 - 11:00	Reading	Reading	Reading	Reading	Reading
11:00 - 11:30	Science	Mathematics	Science	Science	Mathematics
11:30 - 12:00	Social Science		Social Science	Social Science	Social Science
12:00 - 12:30	<b>Lunch</b>				
12:30 - 1:00	Mathematics	Science	Wr. Expression	Mathematics	Science
1:00 - 1:30	Health		Health		Block/Time
1:30 - 2:00	Arts	Handwriting	Arts	Arts	Sports
		Arts			
2:00 - 2:30	Physical Educ.	Arts	Physical Educ.	Physical Educ.	

Subjects	Time analysis		Time variation	
	Minutes per Lesson	Recommended Time	+	-
Listening	3x15	45		
Talking	4x15	60	15	
Oral expression	2x15	30		
Reading	5x30	150		
Written Sentences	5x30	150		
Hand writing	1x15	15	15	
Spelling	2x15	30	15	
Written Expression	1x30	30		
Mathematics	8x30	240		
Science	4x30 + 1x45	165	15	
S/Science	5x30	150		
Health	4x30	120		30
Arts	3x45	135		
Physical Education	2x30	60		
Sports	1x60	60		
R/Education	1x60	60		
Assembly	5x15	75		
BlockTime		75		30
<b>Total</b>		<b>1650</b>	<b>60</b>	<b>60</b>

# References

- NDoE (2003), Outcomes Based Primary Syllabuses, 2003 NDoE Waigani
- NDoE (2003), Outcomes Based Primary Teacher Guides, 2003 NDoE Waigani
- NDoE (2002), Assessment and Reporting Policy, 2003 NDoE Waigani
- NDoE (2002), National Curriculum Statement, Papua New Guinea NDoE, Waigani
- NDoE (1986), A Philosophy of Education for Papua New Guinea, Ministerial Committee Report (P. Matane, chair), NDOE, Waigani
- NDoE (1999), Primary Education Handbook, NDoE, Waigani
- NDoE (2002), National Curriculum Statement 2002, NDoE, Waigani
- NDoE (1999), National Education Plan 1995 – 2000, Update 1, NDoE, Waigani
- NDoE (2013), Report of the Task Force for the Review of the Outcomes Based Education, 2013, NDoE, Waigani
- NDoE Language Lower primary Syllabus (2003)
- NDoE Our English Series for Melanesia - Grade 2 Teachers' Resource Book
- NDoE Our English Series for Melanesia - Grade 3 Teachers' Resource Book
- NDoE Our English Series for Melanesia - Grade 4 Teachers' Resource Book
- NDoE Our English Series for Melanesia - Grade 3 Teachers' Guide Part I
- NDoE, Read PNG, Teachers' Manuel, Reading Booster
- Oklahoma State language arts, <http://sde.ok.gov>
- Samuel Griswold Goodrich (1793-1860) Rhymes and Poems
- The Pacific Series, Grade 4 Pupils Book: Using English Book 1
- The Pacific Series, Grade 5 Pupils Book: Using English Book 1



**'FREE ISSUE - NOT FOR SALE'**